D'ARTMENT EDUCATION MANUAL

EM 101

The Mechanics of English

A SELF-TEACHING COURSE

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The Mechanics of English

Punctuation, Spelling, and Letter Writing

Based on the Teaching Plan of the Winnetka Education Series and Prepared under the Supervision of Wilbur Schramm,
The State University of Iowa

B·23
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A·7

by A. I. Spangler
illustrated by Walter C. Kelley, Jr.

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How to Get the Most Out of This Book

This is the second of four self-teaching courses in English grammar and composition. The first course, *English Grammar*, deals with the most frequent grammatical errors in the language. This one gives the same kind of helps for what are called "the mechanics" of English. The third book will be on sentence structure, and the fourth on how to organize and present paragraphs and longer pieces of writing.

If you have used the first book in this series, you already know how these courses work. The book is your only teacher, and you must follow its instructions faithfully if you are to get the benefit you want to get from studying it. This book contains three sections, on Punctuation, Spelling, and Letter-writing. There are Pre-Tests before the sections on Punctuation and Spelling. After you read these opening pages, do the Punctuation Pre-Test, which immediately follows. This will show you whether you need to study the Punctuation section carefully and thoroughly, or whether you can use it as a quick review before going on to Spelling. When you come to the Spelling Pre-Test, you should follow the same procedure.

Each section is divided into a number of lessons, called Steps, and each Step has a set of practice exercises. Do the Steps in the order in which they come and work out the exercises according to the directions for each one. Be sure each time that you check your answers with those in the Key at the back of the book so that you will know how much you have learned and how much you need to restudy.

At the end of the sections on Punctuation and Spelling there are Review Tests covering the material in those sections. Do these tests as soon as you have finished all the Steps in the section to which the test belongs. The section on Letters has neither a Pre-Test nor a Review Test. That is because the section is short and there are plenty of exercises for each of the Steps in it.

We have tried to make the exercises as interesting as possible for you. To do this we have used successful printed stories and articles as a basis for the exercises and tests in punctuation and for the A exer-

cises in the Spelling section. Naturally we have changed the originals a good deal, putting in errors in order to give you the practice which you will need in making corrections. In other words, the original authors did not make the errors; we put them in.

End-of-Course Test. As you finish this course you should take an End-of-Course Test in order to qualify for a Certificate of Completion. If you received this book for individual study through enrollment in the United States Armed Forces Institute, you may obtain the End-of-Course Test by sending an *Application for Institute Test or Examination* to the Commandant, United States Armed Forces Institute, Madison 3, Wisconsin, or to the Commandant of the nearest branch Institute. If you obtained this book for study through your membership in a class, you may obtain the End-of-Course Test from your instructor. In either case be sure to apply for the test before you finish the course, in order to avoid delay in obtaining your certificate.

Do not try to take the End-of-Course Test before you are prepared for it. A good plan is first to go back over the Punctuation and Spelling Review Tests and the Letter-writing section and to brush up on anything you do not remember. If you are fair with yourself in studying and reviewing, you will be completely ready for the End-of-Course Test.

If as you study you cannot figure out some of the principles or explanations in this book, and if you cannot find anyone in your outfit to help you, do not hesitate to apply to the United States Armed Forces Institute at Madison for help.

When you send back your End-of-Course Test, enclose with it a letter to the Institute describing your pre-war and military experience and training, and stating the kind of work you wish to do when you return to civilian life. Check the grammar, punctuation, spelling, and form of your letter carefully. It will be kept with your record at the Institute and may later be used for reference.

That's about all we need to tell you. Now go to it and good luck!

SECTION 1

Punctuation

Pre-Test

This test is to help you find out whether you should study this section thoroughly or use it as a quick review. If you get everything in this test right, you can probably use the Punctuation section as a quick review. If you get fewer than 8 out of 10 items right, a careful study will help you improve your punctuation.

The test contains most of the errors which the section takes up. Read the test carefully; then correct every error you see in it. Put in punctuation marks and capital letters wherever you think they are necessary. Put your corrections right in the lines where they belong. Do it this way:

"Look out, Pete!" said Joe, and he ducked for cover.

When you have corrected every error you can, check your work with the Key beginning on page 193.

THE ALMOST PERFECT CRIME

basil finished his plan and read it over carefully he had written the following

professor adrian gohl the chemist was found dead in his workshop in nutley n j at 9 a m sunday the cause of death was chloroform the time of the attack was 6 49 as was shown by the victims broken watch nothing was missing but the cabinet containing papers had been tampered with the coupé was gone from the garage beneath the workshop the body was found by the servant who called gohl for breakfast

the missing car might later be found at the bottom of the hudson river near yonkers

there was one chance in a million that the plan wouldnt work but basil was sure he was one man in a million

gohl had fired him after years of service what if some of gohls formulas had been found among his papers they didnt prove anything against him these borrowed records gave him almost but not quite all he needed the missing link and basil meant to have it must still be in the old mans private workshop any rubber company would pay a fortune for the complete formula

at 5 p m saturday basil made the first move in the office of dr dorman he described a sudden attack of dizziness shortness of breath the physician said it was a slight nervous indigestion wrote a prescription

thank you doctor I feared it was my heart said basil

it was almost 2 a m when basil reached gohls place on foot the workshop was lighted he mounted the stairs knocked and said its basil professor

as he opened the door and peered out the old man said basil youre here again

isnt there a chance for me basil asked I have no job

I bid you goodnight professor gohl said sternly for this is no time to talk

he turned away basil struck

putting on gloves basil soaked a cloth and bound it over the mouth and nose he finally found the formula copied it took out the dead mans watch set it forward to 6 49 and crushed the crystal

the car slid out of the garage and basil turned into the highway at seven oclock at home he would call his doctor and say my heart again its very bad please come at once a perfect alibi

nearing the bridge he wondered what all the excitement was there were colored lights and a large crowd slowing down he held out the exact toll but his hand was seized and shaken there were shouts and handclapping

name and address please asked a smiling official who had taken the license number what did it all mean

friendly replies came from all sides the millionth the millionth what the official explained that his was the millionth car to cross the bridge tomorrow there would be a presentation a gold watch

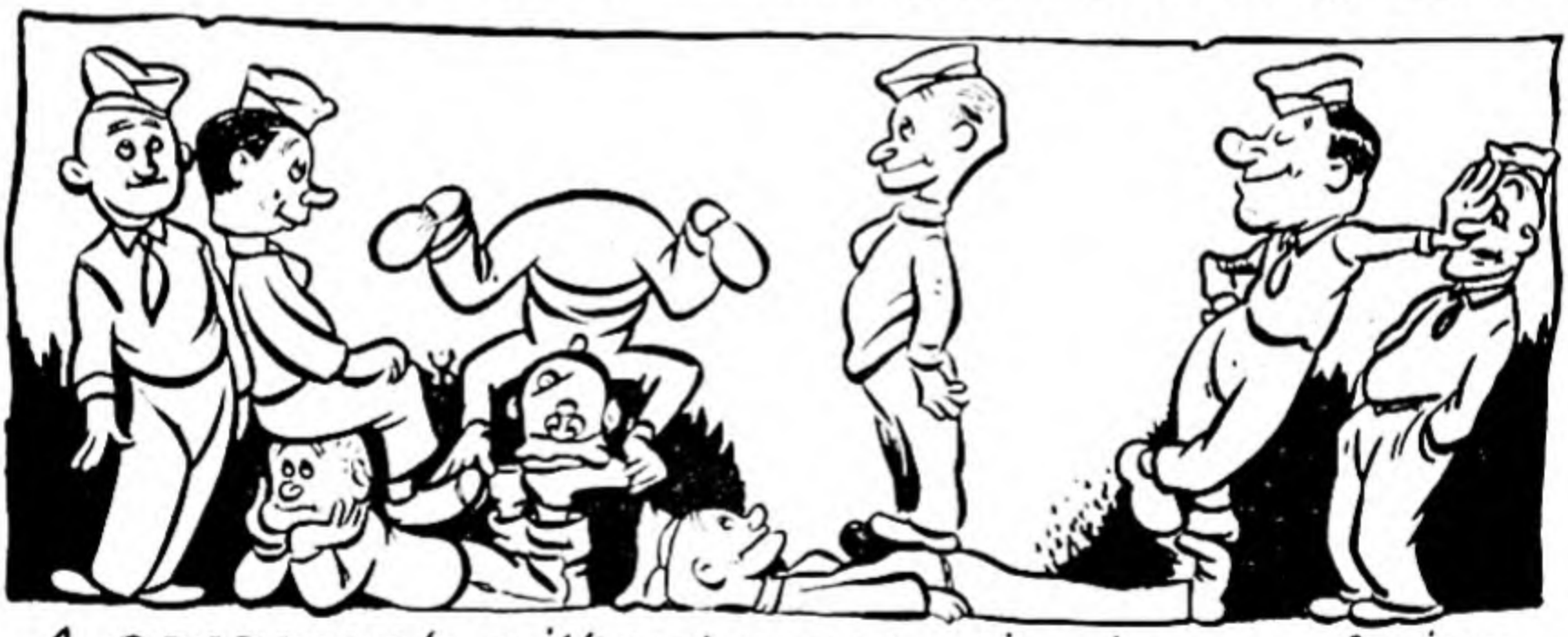
yes and tomorrow there would be news pictures of him the murderer in the murdered mans car the millionth car the one chance in a million

professor gohls coupé was found in the hudson river according to the plan there was only one change basil was in the car

Introduction

When I came to the ground the water rather was hurtling up at me too fast for comfort with a feeble tug I managed to pull the rip cord and then passed out the next thing I knew I was lying on the bottom of an outrigger canoe and a beautiful Polynesian girl in a sarong was leaning over me and wetting my head with sea water murmuring softly Gobble wake up Clark Gobble ah Lamour I said closing my eyes was Flushing Long Island ever like this and I passed out again.

As it stands this passage is pretty confusing, isn't it? Probably you had to read parts of it several times before you got it all straight. Why? Because the ideas are all run together without any breaks to



A paragraph without punctuation is as confusing as a disorganized group of soldiers.

separate one idea from the next. Here it is again, this time with punctuation to show the breaks and pauses:

> When I came to, the ground—the water rather—was hurtling up at me too fast for comfort. With a feeble tug I managed to pull the rip cord, and then passed out. The next thing I knew, I was lying on the bottom of an out-

> rigger canoe, and a beautiful Polynesian girl in a sarong was leaning over me and wetting my head with sea water, murmuring softly, "Gobble, wake up, Clark Gobble." "Ah, Lamour!" I said, closing my eyes. "Was Flushing, Long Island, ever like this?" and I passed out again.

These two passages show what punctuation does. It marks off ideas so that you can get them one at a time without puzzling over where one idea ends and the next begins. *Punctuation is a system of marks which writers use to set off ideas and parts of ideas.*

If you will read the preceding passage aloud, you will see that these marks help the reader do what a speaker does with his voice. When you are speaking and come to the end of a complete statement, you pause. When you give a sharp command, you raise your voice. When you ask a question, you emphasize certain words. When you speak a long sentence, you pause now and again to mark off separate parts of your meaning.

But the writer cannot do these things. Therefore we have come to use certain marks that will tell the reader when a statement is finished, when a person is speaking, when a question is asked, when a pause is convenient, and so on.

Punctuation is based on common sense. There is nothing very hard or very tricky about it. The following pages take up the main things about punctuation and do it step by step. These steps are based on the common practice of writers. Of course the rules for punctuation are not hard-and-fast laws. Good writers do not always follow them. But until you become skilled in writing, you should follow the rules. And you should always try to see that good punctuation means good sense. Your writing will be easier to read if you do.

One warning: Learn to punctuate as you go along. Do not write a sentence, then go back and put in the punctuation. Punctuation should become a part of your writing, just as pauses are a part of your speech.

1

Punctuating Whole Sentences

STEP 1

STATEMENTS AND COMMANDS

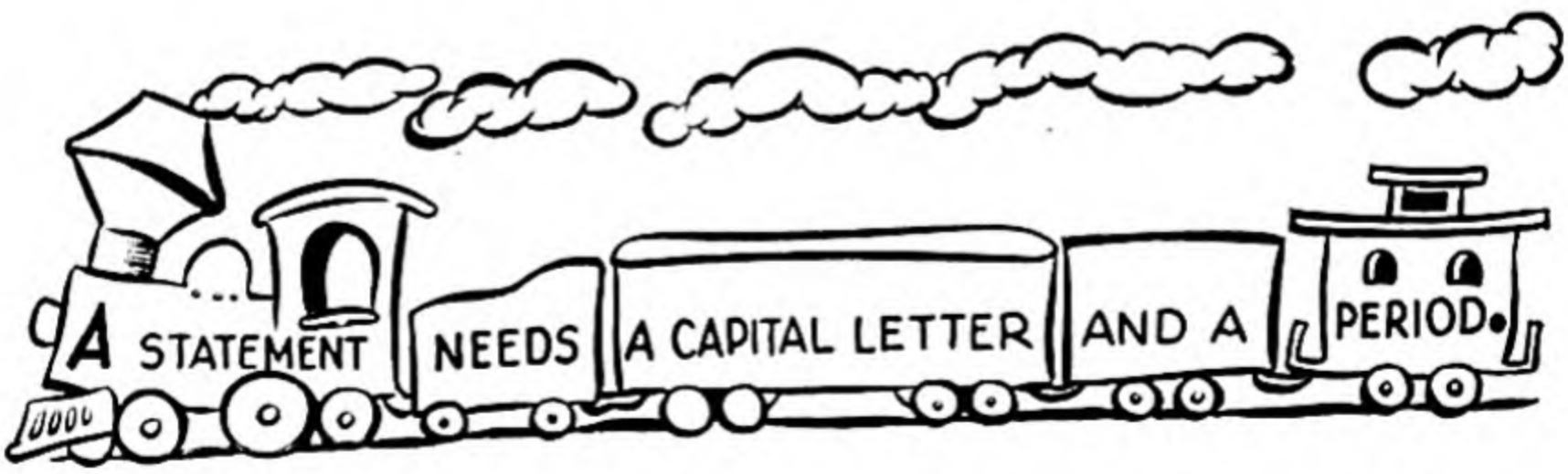
i'm sorry but you cannot use that car with the top down it will not run.

How quickly were you able to separate the two statements above? Did you see that there are two sentences? And could you tell where one sentence ended and the other began? The only way to show where the break should come is by punctuation. You might divide the sentences this way:

> I'm sorry but you cannot use that car. With the top down it will not run.

But that doesn't make very good sense. So probably you would divide the ideas this way:

> I'm sorry but you cannot use that car with the top down. It will not run.



These sentences show you the first thing you should learn to do with punctuation; that is, mark off one statement from another. Every sentence should begin with a capital letter. Every sentence that is a statement should end with a period. The two sentences at the head of this Step end with periods because both are statements.

In this book we assume that you know what a sentence is. If you do not, perhaps you should go back over *English Grammar*. If you have studied that book, you remember that a sentence is a group of words which has a subject and a verb and makes good sense. Here are a few sentences with the subjects and verbs marked *s* and *v* respectively.

s v
He worked in the steel mills at Gary, Indiana.
v s s
On the shelf were his cap and his pistol.
v s
There are always two watchmen on duty.

Notice that each of these sentences begins with a capital letter and that each ends with a period because it is a statement.

Now look at this sentence:

Please pass the pickles.

The verb is *pass* and the subject is *you*, understood. This sentence is not a statement but a command or a request. It ends with a period.

Some groups of words that are not sentences can be punctuated as if they were sentences—*if the meaning is clear*. Look at these:

Hot stuff.
Certainly.
H-m-m, not bad.
Not for me.

Short expressions like these are clear usually because of what has gone before. But many groups of words do not make good sense by themselves, and so should not be written with a capital letter and a period but should be made parts of sentences. Here are some that seldom would make complete sense if written as sentences, unless they were answers to questions.

twisting his ankle (who? and what about it?)
the man in the brown derby (well, what about him?)
after hours of practice (then what happened?)

Groups of words like these are only *parts* of sentences. They should never be written alone.

Rules: Every sentence should begin with a capital letter.
Every sentence that is a statement should end with a period.
Commands, requests, and some incomplete expressions may also end with a period.

In the following passage see if you can put capital letters and periods at the beginnings and ends of the sentences. Do not copy the sentences; make your changes right on this page. The first two sentences have been done for you. Do the others in the same way.

YANK MEETS JAP IN A FIGHT TO THE FINISH

A

I shall always remember a fight to the finish in Tokyo some years ago. It was between U.S. Army Captain Warren Clear, and the jujitsu champion of the Japanese army. the Jap Minister of War asked Clear to demonstrate American boxing at the Tokyo Military Academy. Clear agreed in return he asked to observe Japanese training methods in jujitsu, the general planned a bout between Clear and a jujitsu expert the next two weeks I worked out with Clear a few minutes each day. he had done some amateur boxing and was in good shape. lucky fellow on the appointed day we went to the Academy's great gymnasium, General Ugaki presented us to the Prince Regent, who caused a sensation by his presence, also attending were about 400 Jap officers dressed in gym clothes. I was astonished at their size many were six feet tall. all were hardened and blackened by the sun

Now turn to the Key on page 195 and check what you have done. If you have done A correctly, you need not do B. If not, read Step 1

over again, then do B. If you do B correctly, you need not do C. Follow these directions for every step in this book.

B

General Ugaki called one of his toughest-looking officers he was Captain Kitamura he was a jujitsu champion and had been chosen as Clear's opponent Clear put out his hand the Jap did not take it instead he bowed low from the waist we had expected to use a 24-foot ring with canvas floor-covering and padded posts Kitamura objected he wanted plenty of space to stalk his opponent and a hard surface to slam him on Clear objected the general decided in his man's favor just try getting your way with a Jap there were two sizes of gloves for Clear there were big 12-ounce pillows and regulation 6-ounce mitts Clear chose the pillows I got his idea when Kitamura refused to let him use them Clear told me later that he knew Kitamura would object to whichever gloves he chose for that reason he picked the large ones

C

Clear had asked that the bout be fought in three-minute rounds with no decision the Japs had not objected now the general stepped in with new regulations he wanted the contest waged just as it would be in battle it should not end until one man or the other could not or would not go on otherwise it would prove nothing Kitamura was a fine physical specimen he was six-feet one and weighed 200 pounds his hands were hard as iron and conditioned by years of breaking boards with the side of the palm Clear stood six feet and weighed 185 pounds he was a splendid type of young American fighting man the Jap had a great advantage surround any fighter with his comrades and he has an advantage over his opponent I was Clear's entire cheering section

(*Continued in Step 3*)

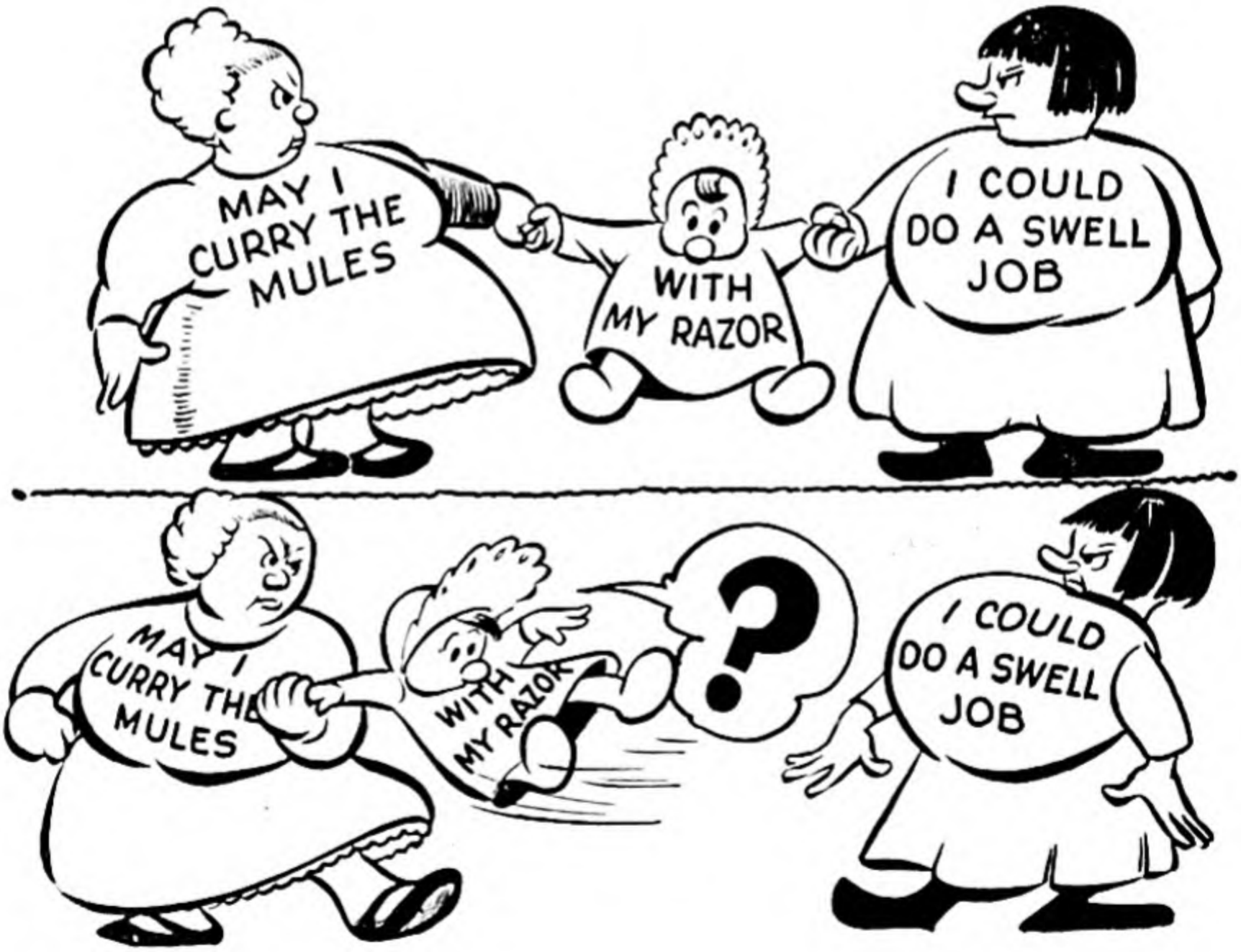
STEP 2

QUESTIONS

could I curry the mules with my electric razor I could do a swell job

Do you have any trouble in reading the sentences above? Does *with my electric razor* go with the first thought or with the second? Without punctuation you can't tell. Let's try it with punctuation:

May I curry the mules with my electric razor? I could do a swell job.



The first part has the subject *I* and the verb *may curry*, and it makes sense standing alone. It is a sentence. But it is a question, not a state

ment. So it takes a **question mark,** not a period. The second part is also a sentence, but since it is a statement it takes a period.

Put question marks after sentences that ask questions and periods after sentences that make statements.

Sometimes we use a word or a group of words to ask a question even though it is not a sentence.

What outfit? Why? How much?

Use question marks after these expressions if they make sense with what has gone before.

In statements the subject usually comes before the verb. Have you noticed that in questions the verb, or at least a part of it, comes before the subject?

v s v
Could I curry the mules?

Sometimes a sentence that looks like a statement is really a question. In conversation you would show this by your voice, but in writing you should use a question mark.

You saw the ship sink?
So that's what he wants?

Both of these sentences could also be statements with periods at the ends if the writer were stating something rather than asking something.

Now notice this sentence:

I asked them why Joe had not come

Is the sentence a question or a statement? Its main idea is the statement *I asked.* It should take a period.

This kind of sentence is called an **indirect question.** There is a question in it, but it is given at second hand. The same question asked directly would read this way:

Why hasn't Joe come?

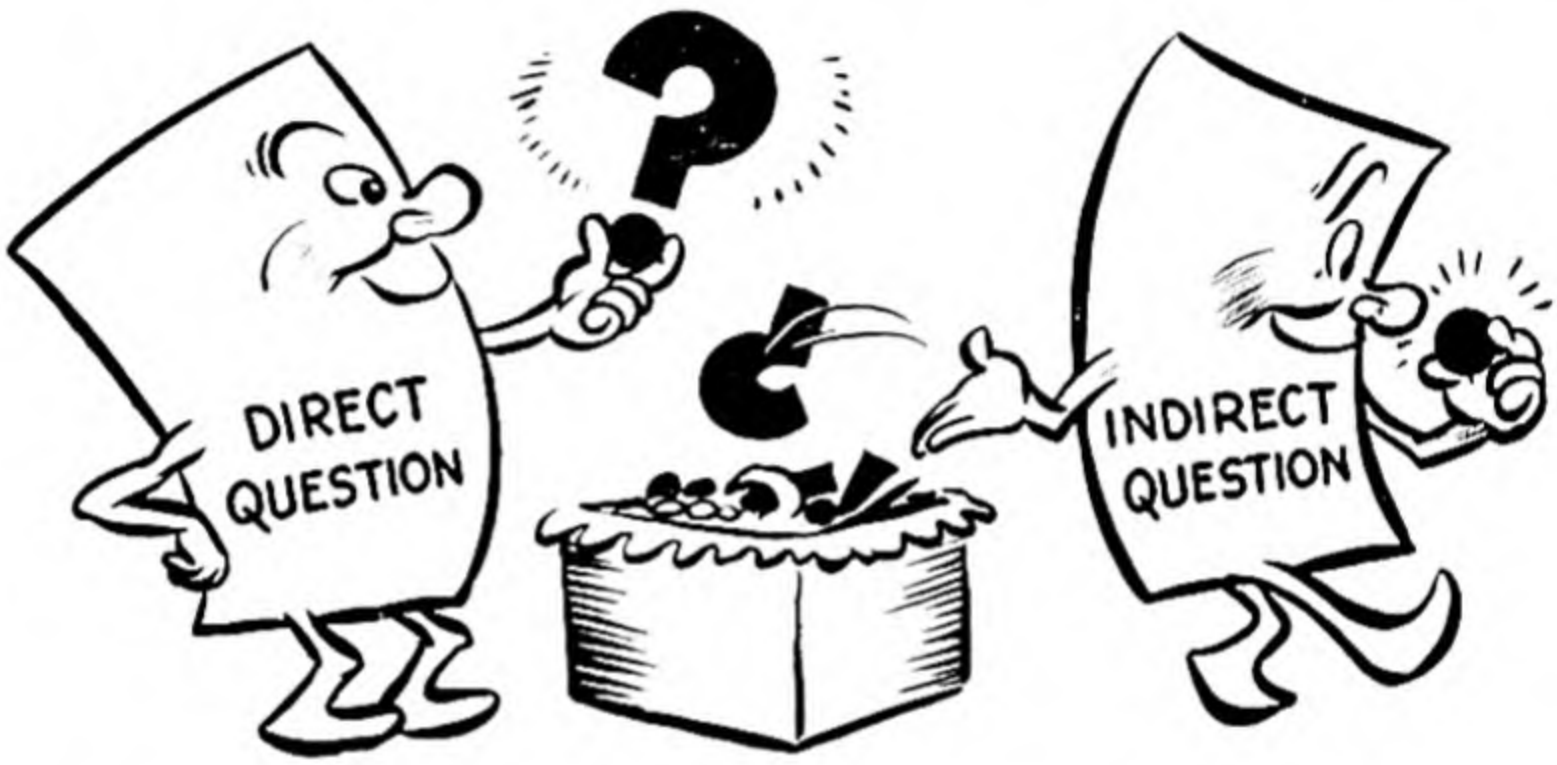
Here is another question, written both directly and indirectly. Can you tell which is which?

Pat asked whether Spud was going with Tom to get the mail
Spud, are you going with Tom to get the mail

The first is an indirect question and takes a period. The second is a direct one and takes a question mark.

A direct question uses the actual words of the speaker. An indirect one *tells* what the speaker asked, and usually begins with a statement like *he asked*, *I wondered*, and so on.

The introductory words *she asked*, *I questioned*, and so on, are the clearest sign that an indirect question is going to follow. Very often, too, these introductory words will be followed by the word *whether*.



Rule: A direct question takes a question mark. An indirect question takes a period.

Some of the following sentences are statements and some are questions. Punctuate each one correctly by putting in a period or a question mark. Since some of the sentences are conversation, they also have quotation marks around them. Put your marks before the closing quotation marks.

Remember the directions for the exercise after Step 1. Do A, then check with the Key. If you have made any mistakes, read the Step again; then do B, and so on. The amount of good which you get out of this book will depend on how well you do the exercises. So do them carefully.

THEY WERE EXPENDABLE

A

(1) "You see," said Lieutenant Bulkeley, "we were expendable " (2) "And what," I said, "do you mean by that " (3) "Well," he explained, "in war anything can be expendable—money, gas, or men (4) You see what I mean (5) Suppose you're ordered to hold a position until you're killed or captured (6) The time you can hold it is worth a gun and a man (7) Do you see what I mean " (8) "Yes," I said (9) "But how were you expendable " (10) "It's a long story," Bulkeley answered (11) "Sure you want to hear it " (12) "Of course I do," I said (13) "What else do you think I'm here for " (14) "O.K.," he said (15) "If you can take it, we can, can't we, boys " (16) His pals nodded that they could but asked him to make it short

B

(1) "We four," he began, "are what's left of Motor Torpedo Squadron Three " (2) I asked him what a squadron consisted of (3) "Last fall a squadron had six boats, 12 men to each " (4) Then he asked, "Do you know much about an MTB " (5) "No," I said; "what's it like " (6) "It's a plywood speedboat about 70 feet long and 20 wide—and plenty fast " (7) "About how fast will it go " (8) "About as fast," he said, "as a fast car; but it seems even faster than that (9) Doesn't it, boys " (10) His pals nodded

C

(1) "Well," Bulkeley went on, "we were in the Philippines when the Japs hit Pearl Harbor (2) Do you know what that meant for us " (3) "I can guess," I said, "but hadn't you better tell me " (4) "First it meant battle stations—and

waiting for the first Jap raid " (5) I said, "Waiting (6) Didn't the Japs strike right away " (7) Bulkeley shook his head (8) "They came over right away, but they didn't drop anything at first (9) Then we learned that our tender had been ordered to sea—and there we were, short of food and torpedoes (10) And what would we do for fuel to fight this war " (11) "Well," I asked, "what did you do " (12) Bulkeley shook his head (13) "I've got to go now (14) Can't I tell you about that later "

STEP 3

EXCLAMATIONS

Damn the baby is awake.

What is wrong with this sentence? Is someone swearing at the baby? Or is someone swearing because the baby is awake? The way to clear up this confusion is by punctuation.

Damn! The baby is awake.

The **exclamation point** after *Damn* sets it off from what follows.

Rule: After an expression of surprise, pain, joy, sorrow, or other strong feeling use an exclamation point.

Whew! Ouch!
Oh, boy! oh, boy! oh, boy! What a girl! Hi, Toots!

Usually an exclamation is a word or a group of words, like the ones above, but it may be a sentence. Look at the following:

Don't ever do a thing like that again!
What! You don't remember borrowing $1.50 from me!
You big lummox! For two cents I'd bat your ears down!

Exclamation points may easily be overused. When they are, they lose force. Don't use them unless you want to show very strong feeling. Often a period or a comma will do just as well.

Now you have learned the first big thing about punctuation, that is, how to mark off sentences. You know that every sentence begins with a capital letter; that statements end with periods; that questions and exclamations have special marks of their own; and that some words and groups of words, if their meanings are clear, may be punctuated as sentences.

Supply end punctuation for the following sentences. Some will need periods, some exclamation points, some question marks.

YANK MEETS JAP

(*Continued from page 11*)

A

(1) Clear and Kitamura stood in chalk circles twenty feet apart ready for the fight (2) And what a fight it was (3) The bronze gong sounded, Bong (4) It was battle, simple

and brutal (5) Both men advanced slowly, circling to the right (6) Suddenly the Jap shot a kick to the groin (7) Zip (8) Lightning wasn't in it (9) The kick was two inches low, but it left a large red welt (10) They kept circling, and suddenly, Bang (11) Clear landed a right to the Adam's apple which left the Jap's eyes watering (12) Did he like it (13) Not a bit (14) He lashed out with both hands, and one caught Clear just above the eye, glanced down, and took the skin off Clear's nose (15) Were that Jap's hands hard (16) At the same time Clear let go a right uppercut (17) It grazed the Jap's chin and almost tore his nose off (18) The gong rang (19) What a five minutes it had been

B

(1) The Jap's face was bleeding, and Clear looked as if someone had slashed him with a bull whip (2) Round two began with more circling and some light blows on both sides (3) Suddenly the Jap feinted and landed a whopper on Clear's ribs (4) You could hear his breath go Whoosh (5) And talk about groggy (6) The Jap moved in for the kill and landed a second kick in the groin (7) But he got another left hook that drew blood from his nose, and then the old one-two (8) And was that Jap mad (9) Then Clear made his first error (10) And was it a bad one (11) Instead of dancing away to dodge a jujitsu clinch, he tried the one-two again (12) Already the Jap had solved that one, and the next thing I saw was Clear sailing through the air over the Jap's head (13) Crash (14) He hit those planks head first and the Japs roared with delight (15) Already the round was over the time, so I made the timekeeper sound his gong (16) Bong (17) And was I glad to hear it

C

(1) Clear was badly hurt, and white (2) But was that Irish-American mad (3) When round three started, the Jap was cocky and insulting (4) He moved in, then walked away laughing (5) In Japanese, Clear shouted, "Fool " (6) The Jap whirled, mad now, and lashed out with blows until he was ready to move in for the kill (7) Clear took it standing, then feinted weakly with his left, and the Jap rushed in (8) But the American was thinking just one step ahead of him (9) Instead of the one-two, Clear gave him a smashing right to the face (10) And was it a sledge hammer (11) The Jap pawed the air, and thin red foam came between smashed teeth (12) Then with the same fist Clear gave him another that landed on the point of the jaw (13) And that was all (14) We never heard of that Jap again (15) He may even have committed hara-kiri to make up for his loss of face

II

Dividing Sentences

STEP 1

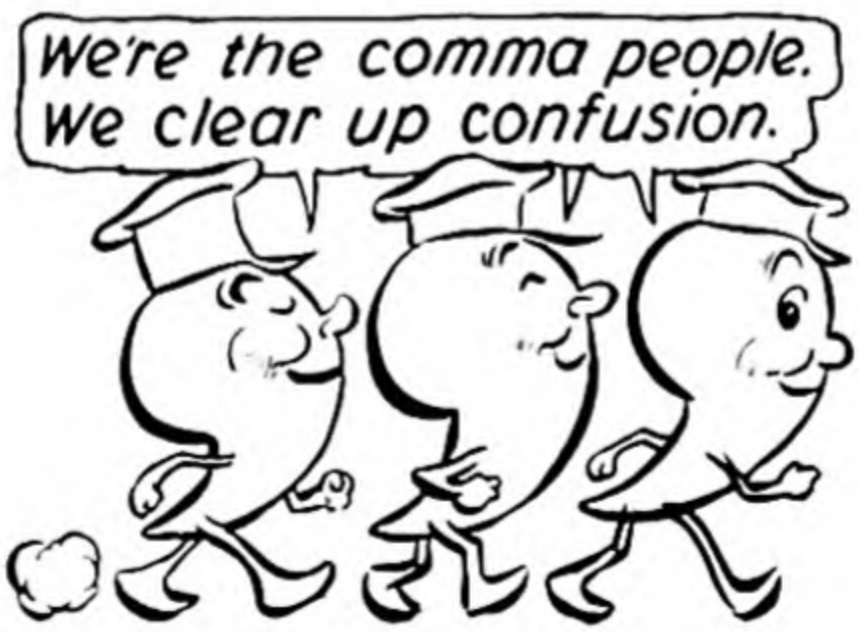
WORDS THROWN INTO THE SENTENCE

> Hate women? No sailors have a girl in every port.

You have learned the first big thing about punctuation, that is, how to mark off whole sentences. Now you should learn how to divide sentences so that their parts will not be confused with each other.

When you speak you often pause within a sentence to stress something or to separate one part from another. Those pauses are needed in writing, too, and the only way you can indicate them is by certain marks of punctuation.

The chief of these marks is the **comma.** A comma indicates a slight pause. Except for the period it is used more often than any other mark and does more to prevent confusion of meaning. Other marks showing separation are the **semicolon** (;) and the **dash** (—).



Look again at the sentences at the top of this page. At first glance the second one says the very opposite of what it means. If you were saying this to someone, you would pause slightly after *No.* The pause would set off *No* from *sailors* and would make the meaning

clear. In writing the sentence a comma after *No* shows the reader that he should pause there, and he then gets your meaning quickly and easily.

Hate women? No, sailors have a girl in every port.

Besides *no* a number of other words and groups of words are sometimes thrown into a sentence to modify, change, or strengthen the meaning. Here are some of them:

yes	in fact	however
certainly	in short	therefore
oh	for example	moreover
well	on the other hand	consequently
hey	no doubt	first, second, etc.

These words should be set off by commas, whether they come at the beginning of a sentence, in the middle, or at the end. Notice the commas in these sentences:

In fact, it was his only pair of trousers.
It was, in fact, his only pair of trousers.
It was his only pair of trousers, in fact.

Here are several more examples:

Yes, we have no bananas.
Aeronautical engineering, for instance, is all mathematics.
I won't go through the "Tunnel of Love" again, no.

In Chapter I you learned to use exclamation points after words or sentences expressing very strong feeling. If the feeling is mild, use a comma instead.

Gosh, let's get away from here.
Darn it, she was the only girl I knew there.

Rule: Words and groups of words thrown into a sentence to modify, change, or strengthen the meaning should be set off by commas.

Add commas where they are needed to set off words thrown into the following sentences.

KELLEY SEES THE GENERAL'S DAUGHTER

(1) Your father no doubt told you the same thing. (2) In short he probably said, "Son, if you want to get ahead in the

world, marry the boss's daughter." (3) Yes mine told me that too. (4) Well I'm in the Army, so I can't very well take his advice. (5) On the other hand I figure that the general's daughter may do just as well. (6) Gosh the first time I saw her I wasn't exactly at my best. (7) You see one day I took a swing at a sergeant—and missed. (8) Consequently I was put in the guardhouse. (9) Now as a matter of fact maybe that was why I was put in the guardhouse—because I missed. (10) Anyway this day they had all us prisoners out on the road by the officers' quarters. (11) The Army calls this work "beautifying the area" of course. (12) But all we were doing as a matter of fact was raking fertilizer into what the Army hopes will be grass by the time the war's over.

B

(1) Naturally we were all dolled up in our dress blues. (2) The Army refers to them as "fatigue clothes" of course. (3) However they're pretty sharp, and consist of medium blue trousers with a blue top to match. (4) The hat you may remember is especially attractive, being two sizes too large and fitting snugly down over your ears. (5) Well there I was raking sweet essence of fertilizer on this beautiful morning. (6) I was thinking hard about nothing as usual. (7) In fact I was happy at my work and satisfied with the world in general—until I looked up. (8) Gosh there on a big bay horse was a terrific blonde. (9) Well as I looked at her I heard music. (10) In fact I seemed to hear Crosby singing "I Surrender, Dear," and I heard chapel bells and sleigh bells. (11) No doubt my mouth was hanging open a foot.

C

(1) Anyway as I looked up she looked down. (2) First I had noticed the blonde hair; second the deep blue eyes and tilted

nose. (3) Finally my eyes rested on the expression on her face. (4) Yes this was it. (5) She looked at me without a doubt as if I were dirt—or fertilizer. (6) This of course was too much for even a G.I. jailbird to take. (7) Consequently I glared at her and wrinkled my nose—kid stuff. (8) Darn it in a moment she was gone, her back and the horse's rear end moving proudly down the road. (9) Yes from that moment on, my life was changed—I had met the general's daughter.

STEP 2

WORDS IN DIRECT ADDRESS

Bullets, not butter, are what you are going to get Herr Goering.

Do you take this sentence to mean that somebody is going to get bullets for Herr Goering? As it is written, that is what it seems to mean. But probably that is not what the writer intended. Probably he was telling Herr Goering that the latter was going to be shot. See how just one comma makes that meaning clear.

> Bullets, not butter, are what you are going to get, Herr Goering.

Now we know that *you* means Goering himself, and that he is being spoken to.

Notice the confusion in this sentence:

> Wilmer Shute don't ever come near me again.

Put a comma after the name and the meaning is plain:

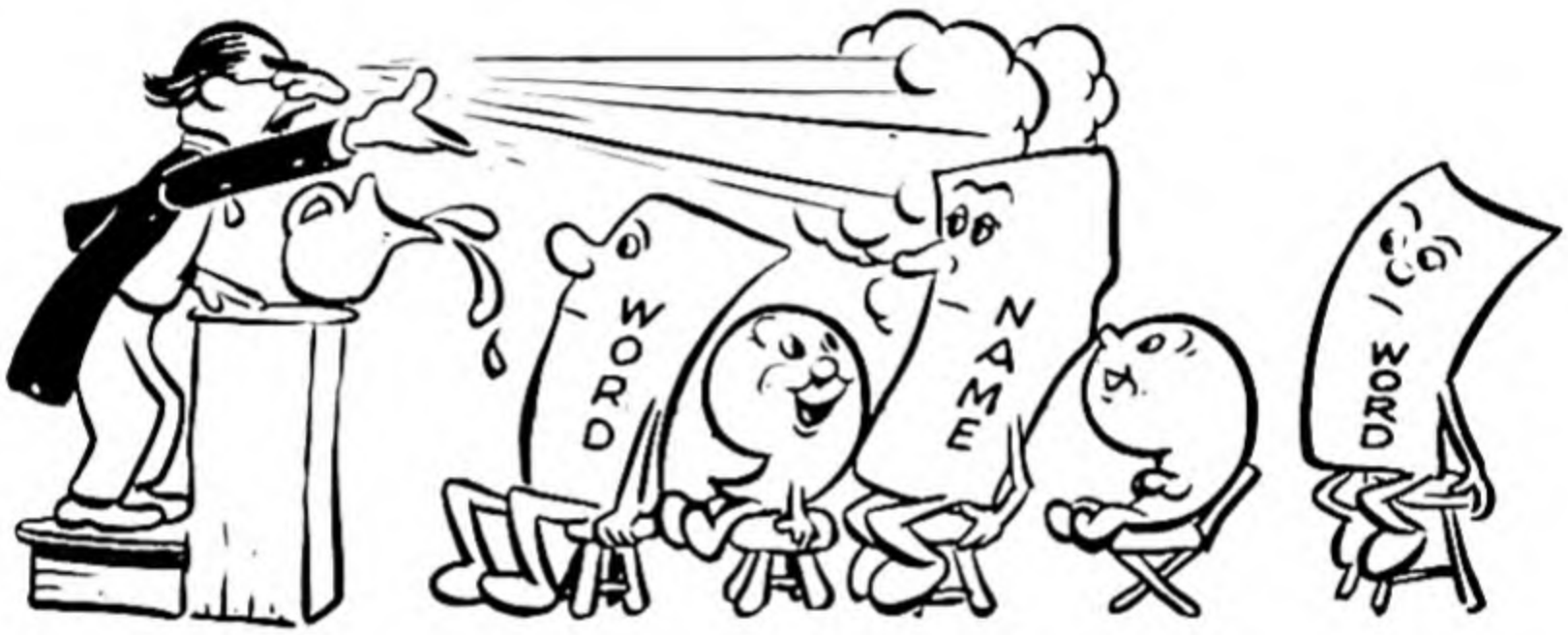
> Wilmer Shute, don't ever come near me again.

Now it is clear that someone is addressing Wilmer directly and telling him to stay away. When we write to a person and use his name, we set that name off from the rest of the sentence by a comma if it

comes at the beginning or end and by two commas if it comes within the sentence. Notice how the names are set off in the following sentences:

Watson, your previous record is excellent.
I don't get you, Kelly.
You realize, Private Beagle, that this goes for you, too.

Remember to put a comma both before and after the name in sentences like the last one.



The name of the person being addressed is set off with commas.

Often in speaking to people we do not call them by their names but by a word or phrase which describes them—whether polite or impolite. Be sure to set those words or phrases off with commas, too.

Ladies and gentlemen, will you please park your artillery with the hat-check girl.
Don't do that again, you lug!
Will you ask her, sir, if she will get off my hat?

We often use people's names when we are writing about them rather than to them. Notice the difference in these two sentences:

Ellsworth, will you drive Magnolia home?
Ellsworth drove Magnolia home.

In the first sentence we are speaking to Ellsworth; so we use a comma after his name. In the second we are speaking about him and do not use a comma.

Rule: Use a comma or commas to set off from the rest of the sentence the name of the person addressed.

In the following sentences set off words in direct address with commas and add any other punctuation that may be needed.

BLIND DATE

A

(1) Tommy O'Toole thumbed his address book and muttered, "O.K. Daisy Donegan no soap for you. Ethel Elderby ain't home. (2) He dialed a number and said, "Hello Florence Farley? What's the matter honey got a cold?" (3) "This ain't no Florence you sap" a deep voice answered. "This is Fagin's pool room." (4) Tommy hung up. "Damn you Fagin's pool room. O.K. Gertrude Gogarty you're next." (5) "Why Tommy!" Gertrude answered. "I ain't seen you for ages you big handsome thing!" (6) "What you doin' tonight sugar?" Tommy asked. (7) "Takin' care of the kids Tommy. Why?" (8) "Kids honey? Whose kids?" (9) "Why, mine Tommy." Tommy hung up and swore for five minutes. (10) Half an hour later he dialed again and asked, "Hello, is Queenie Quigley there?" He was getting near the end of his alphabet.

B

(1) "O-o-o-oh, no-o-o-o," came a beautiful voice over the telephone, "Queenie isn't in." (2) "Oh," said Tommy, "that's too bad sister. Who are you?" (3) "I'm Queenie's cousin. I'm Ramona Rae Ronson." (4) "Listen sugar lump how about takin' in a little of the town?" he asked. (5) "Why," she hesitated, "I don't even know who you are." (6) "Well honey I'm Marine and my name is Tommy O'Toole and—gee sugar you sound wonderful!". (7) She laughed a beautiful laugh. "Why

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Tommy I haven't ever been out with a Marine before—but honey you seem awful nice." (8) Tommy's blood pressure hit the top. "O.K. angel" he said, "I'll be right there." (9) When he rang the doorbell a kid about twelve let him in. "Hello Tommy" she said, "I'll be ready in a minute." (10) It was that same voice. Tommy nearly fainted. But she ran out of the living room so fast that all he could see was long curls and socks and a kid's short skirt.

C

(1) Tommy flopped into the nearest chair. "Blast you Ramona Rae" he muttered. (2) Then an idea hit him. What if somebody caught him with a kid? (3) "Tommy my boy" he said to himself, "you'd better get out of here fellow. (4) What if her folks came in? Why Tommy they might even turn you over to the police boy. (5) Damn you Ramona Rae" he muttered. He broke into a cold sweat and started tiptoeing across the room. (6) Just as he got to the door he heard her again behind him. "Why Tommy where are you going?" she said kind of hurt and surprised. (7) "Don't get smart with me kid you—" (8) He turned to bawl her out. "Listen you worm you—" he started, but that was as far as he got. (9) She was tiny all right, but she wasn't a kid any more. That is—well, she looked like Lamour and Dietrich rolled into one. (10) "Well Tommy?" she said. And Tommy gulped. (11) "You see Tommy I didn't know what I was getting in for," she explained. "So I thought I'd play it safe until I found out. Shall we go now?"

STEP 3

APPOSITIVES

> Lizzie, the old two-timer gave me the run-around tonight.
> Lizzie, the old two-timer, gave me the run-around tonight.

Notice how different punctuation changes the meaning in the sentence above. In the first version the writer is telling Lizzie about a third person, who stood him up. In the second he is telling someone else about Lizzie, and it is Lizzie who stood him up. The words *the old two-timer* are called an **appositive.** An appositive is a noun or a group of words used as a noun which follows and explains another noun or a pronoun and could be used in its place without spoiling the meaning. An appositive is usually set off by commas.

Notice this sentence:

> The Connersville Clarion, a grubby little sheet of four pages, appeared weekly.

The Connersville Clarion and *a grubby little sheet of four pages* describe **the same thing.** Notice how one may be used for the other.

The Connersville Clarion appeared weekly.
A grubby little sheet of four pages appeared weekly.

A grubby little sheet of four pages is an appositive. Notice how it adds meaning to *The Connersville Clarion*. An appositive is usually set off by commas. Look at this one:

Tom, you old idiot, of course I'll go with you.

Sometimes an appositive may come at the end of a sentence. If so, a comma is not needed after it because of the period or other end punctuation.

He checked his figures carefully but couldn't find where he had spent the extra money, the six cents.

Once in a while an appositive is not set off by commas.

My brother Don came home yesterday.

Don is an appositive explaining *brother*, but the words *my brother Don* are so closely connected that they seem almost like one name. Commas might make the sentence seem to mean that the writer is telling Don about his brother.

My brother, Don, came home yesterday.

Here are others in which commas should not be used:

We fellows wanted to play ball.
There was no girl more popular than his sister Jane.

Rule: An appositive should be set off from the rest of the sentence by commas except in expressions like *my Uncle Joe, my Sister Mabel, the poet Burns,* and so on.

Add commas where they are needed to set off appositives in the following sentences.

KELLEY TAKES THE PLUNGE

A

(1) Once I had seen that terrific blonde the general's daughter I couldn't forget about her. (2) Of course I knew it would be

a terrible task a job almost like climbing Mt. Everest for me to get chummy with an officer's daughter. (3) I talked about her with one of the older prisoners a guy who had been in the guardhouse so long he got his mail there. (4) "Forget about her," he said. But I couldn't. (5) You know the way it is: maybe once in a lifetime you run across such a girl one who gets in your hair and won't come out. (6) It didn't make any difference to me if this dame this blonde bundle of beauty was the general's daughter. (7) So I said to myself, "Kelley, you'd better get yourself out of the guardhouse your home for the past week if you expect to do anything." (8) Next day I didn't know myself. (9) I didn't go on Sick Call, I didn't hide my favorite tool the rake, and I didn't even tell my pal the sergeant what I thought of him. (10) At the end of the day I proudly showed him my merit badges the blisters on my hands. (11) I had a one-track mind, and to me the car barn and the other end of the line meant just one thing the general's daughter.

B

(1) In two more days they opened the gates for me their favorite inmate. (2) Back with my own gang, I cultivated a new friend the battery clerk sometimes referred to as the battery jerk. (3) He worked up at the C.P. the command post with the bigwigs. (4) The clerk Booker thought I was screwy, but he told me what I wanted to know anyway. (5) I said, "Booker old boy you hobnob with these officers. (6) What do they do with themselves at night?" (7) It took a little while maybe an hour but I squeezed it out of him. (8) Every Tuesday night the officers attended a school a regular class in military tactics. (9) The highest-ranking officer in camp the general never missed. (10) That was all I wanted to know.

C

(1) The following Tuesday night a wonderful night for me finally came and my offensive began. (2) I was going right to the enemy's camp the general's house. (3) I got a hair cut, I shaved so close my blood ran cold, I slicked down my hair and smiled at the mirror. (4) A pretty smooth-looking guy Kelley by name smiled back. (5) Then I took a bus into the main part of the post the section where the officers lived. (6) I shouldn't have any trouble finding my objective the general's quarters. (7) I didn't, for there was a guidepost a small sign with his name on it by the curb: Brig. Gen. James J. McCarthy. (8) I Jerry Kelley felt big walking up to the front door, but when I got there something happened inside me. (9) Jerry Kelley one-time president of the Downtown Boys' Social Club was scared.

STEP 4

SIDE REMARKS

Willie Brown and you know who he is was collared by an M.P.

A couple of commas would clear up the meaning in the sentence above. The main thought is: *Willie Brown was collared by an M.P.* The other expression, *you know who he is,* is put in by way of explanation; it is a side remark.

There are three ways to punctuate these explanations, or side remarks, although not all ways will fit all sentences.

1. If only a short pause is needed to make the meaning clear, use commas.

Butch, the big fat lummox, danced like a gazelle.

As you see, this explanatory expression is an appositive. But not all such remarks are appositives. The following sentence has one that is not, but it is set off by commas since the pause is slight and the side remark does not seriously interrupt the thought:

> You ought to know by now, I should think, that some dopes believe everything they hear.

2. Another way to set off side remarks is with **parentheses:**

> If the roads are icy (and they probably will be) the Nazis will have some trouble with their supplies.

This sentence takes parentheses since the pause is slightly greater than in the previous illustration and since the side remark comments on the main thought.

3. A third way to set off side remarks is with **dashes.**

> I did as I was told—I was too tired to do anything else—and promptly went to bed.

Dashes fit here because of the long pauses and because of the stress on the side remark. To the writer this remark was almost as important as the main thought, and the dashes indicate that fact.

There is no hard-and-fast rule about when to use commas, parentheses, and dashes with side remarks. You will have to decide for yourself which mark best fits in any given sentence. The sentence at the beginning of this step could be written with any of the three, depending on what the writer had in mind, though it is probably best with dashes.

> Willie Brown, and you know who he is, was collared by an M.P.
> Willie Brown (and you know who he is) was collared by an M.P.
> Willie Brown—and you know who he is—was collared by an M.P.

...GIRLS COL...

Set off side remarks by commas if the pause is slight and the thought is not greatly interrupted. Use parentheses if the pause is greater and the expression explains the main thought. Use dashes if the pause is long and you want to stress the side remark.

The dash is also used to show that the writer has left one thing unfinished and is going on with something else.

It seems that there were two traveling salesmen sitting in
a— Stop me if you've heard this one.

Notice that *Stop* begins with a capital letter because it starts a new sentence.

Usually no other punctuation mark is used with the dash. It usually stands alone, not before or after a comma, period, or semicolon.

Look at this sentence:

Pauline was all one could desire, and yet—

The dash indicates the broken thought. It is a clear stop without a period.

Add commas, parentheses, or dashes where they are needed in the following sentences.

THE MECHANICAL COW

A

(1) There are no cows today on Wake Island or Guam a fact for which the Japs are to blame. (2) When the little men moved in they did beat down our marine defense you know they found several strange-looking metal machines. (3) The Japs always suspicious of things they can't understand thought that they were booby traps or secret weapons. (4) They smashed these machines all to you can imagine what they did to them. (5) This meant that the Japs on the islands would get no milk shakes or ice-cream cones for the duration yes our men had had them regularly. (6) These "secret weapons" gave out nothing deadly just pure milk. (7) They were mechanical cows as you

may have guessed and were born and raised in a factory. (8) These cows there are fewer than 500 of them are giving milk to the Navy and the merchant marine and to soldiers in far places. (9) Corregidor surrendered three and some lie at the bottom of the sea including one on the submarine tender *Canopus*.

B

(1) A live cow can do a few things the mechanical cow can't calve and help fertilize the soil. (2) But the mechanical cow gives milk which it is said is no different from fresh milk. (3) A few years ago American dairy farms on account of the demand for cream and butter had to find a use for skimmed milk. (4) Much of it was being thrown away a great waste of valuable food. (5) Then chemists worked out ways of reducing the milk to powder. (6) The mechanical cow about like a cream separator operating in reverse uses the surplus skimmed milk. (7) Feed her milk powder, distilled water, and sweet butter you get fresh milk. (8) Feed her a little more butter it can be kept in storage for six months and she gives you cream.

C

(1) These new cows operate just as well in the tropics as in the Arctic. (2) Each can produce daily with proper feeding of course as much milk as eighty-five good cows. (3) When a tender and most of them are equipped with mechanical cows pulls alongside a destroyer, right away the men yell like the they want ice cream. (4) When the carrier *Lexington* was sinking in the Coral Sea it did go down there you remember ice cream was sold at two scoops for a nickel. (5) When the ship's doom was sealed as it soon was ice cream was passed out free. (6) Men went over the side bareheaded their helmets packed with ice cream. (7) Ships have to go to all parts of the world: with-

out notice they may be out from two to seven months and it is necessary to provide the men with fresh rich milk. (8) The mechanical cow the answer to the problem will create no unemployment among farm cows, since raw milk is the base of powdered milk.

STEP 5

QUOTATIONS

Mac said all at once I felt myself falling. I get you Sammy replied.

Is the meaning of these sentences clear? Can you tell at first glance what each speaker says? Here are those sentences again:

Mac said, "All at once I felt myself falling."
"I get you," Sammy replied.

These marks (" ") are called **quotation marks** and are used *before* and *after* a speaker's words. Notice that a comma also is used to separate the speaker's words from the words that tell who is speaking. The speaker's words always begin with a capital letter, but the part that tells who is speaking begins with a capital only if it starts the sentence.

"I am going home to mother," she wailed.
But his only reply was, "Go home, and see who cares."

Notice also that commas and periods at the end of a quotation always go inside the quotation marks.

Now look at the following:

Four marines were playing bridge on Wake Island when a fifth leatherneck burst into the shack. "Hey, guys, the Japs are coming," he shouted. "They've just landed about 200 men down on the beach."

"O.K., boys, I'm dummy this hand," said one player wearily, "so I'll go this time."

Notice that in each quoted remark the words that tell who is speaking come in the middle. Take out the explanatory parts, and you see that the first quotation is two sentences and the second only one sentence.

"Hey, guys, the Japs are coming. They've just landed about 200 men down on the beach."
"O.K., boys, I'm dummy this hand, so I'll go this time."

If the explanatory part comes between two sentences, use a period after the explanatory part and a capital letter to begin the second part of the quotation. But if it divides a sentence, use a comma and a small letter.

Also, every change of speaker should be shown by a new paragraph. (A paragraph is a sentence or a group of closely related sentences the first line of which begins a little way in from the left margin.) The sentences about the Marines on Wake Island show how each remark, and the explanation that goes with it, takes a separate paragraph. Paragraphing conversation is just one more way to help the reader see when one speaker stops and another begins.

Another thing to remember is that one quotation may come within another.

"But Tom did say, 'I won't come until I finish my work,'" said Pete, "so I guess he isn't done yet."

Use single quotation marks to enclose a quotation within a quotation.

Sometimes you will tell what a person said without using his exact words:

"Where is the nearest bar?" Mac asked.
Mac asked where the nearest bar was.

The first gives Mac's exact words and takes quotation marks and a question mark. The second tells what Mac asked but not in his exact words. Do not use quotation marks in a sentence like the second one.

Put quotation marks around words of a speaker.

Rule: Put quotation marks around the exact words of a speaker. Begin the quotation with a capital letter and put in any punctuation that may be needed.

Punctuate these sentences with commas, capital letters, question marks, exclamation marks, dashes, and periods. Then show where each change of speaker would call for a new paragraph by putting the symbol ¶, which means "new paragraph," at the beginning of each sentence that shows a change of speaker.

KELLEY MEETS MISS ANN

A

(1) As I rang the bell at the general's house, a voice whispered that Kelley would get tossed out on his ear. (2) The door opened and a maid stood there saying yes (3) Is General McCarthy at home I heard a strange voice ask and discovered that it was mine. (4) No the general answered the maid. (5) That's all right interrupted a voice I'll wait. This time I knew the voice was mine. (6) The maid, looking as if she had swallowed her teeth, said but (7) Thank you I replied I'll wait in the living room. (8) But I tell you the maid began again. (9) Is anyone else at home I continued. I had to talk fast. (10) Only Miss Ann replied the maid but I don't think (11) No, I don't think she'd mind I explained here's a magazine I can read while I'm waiting. (12) Did I ask who Miss Ann was (13) I did not. But I kept right on wondering whether Miss Ann was that blonde I'd seen or an old-maid aunt.

B

(1) The maid gave up, and I was left alone in the living room, still wondering who Miss Ann was. (2) I saw a piano and said to myself that here was a way of finding out. (3) The seat of my pants slid along the piano seat, and the keys

jumped up and touched my finger tips. I was soon deep in "Smoke Gets in Your Eyes." (4) Don't stop a voice behind me suddenly said. (5) Please keep on playing the voice continued that's beautiful. (6) What a voice I said, but I said it under my breath. (7) I slid around on the seat, and there was the blonde—minus her horse. (8) I was just pianoing the play—I mean I was playing the pianoing I tried to explain. (9) Very much amused, she said did you come to see father (10) Yes was all I could say (11) Father's out tonight. He's attending a school on military tactics she explained can I help you? I'm Ann McCarthy. (12) I'll say she could help me. (13) I'm Jerry Kelley—Private Kelley I said. (14) I—uh—stopped in I stammered to have a little chat with your old—ah—your father about

C

(1) I told her that with all the big shots her father talked with, he'd welcome the chance to talk over this army situation with a buck private. (2) I see Ann said, but I could see she didn't. (3) What outfit are you in she finally asked, changing the subject. (4) The field artillery I replied. (5) Then remembering that she liked horses, I added the horse-drawn field artillery. (6) You are she said, and her eyes twinkled. (7) I think horses are wonderful she smiled don't you (8) I was in a cloud. Earth was as nothing beneath my feet—until I remembered I'd better breeze before the general got home. (9) So I did. Kelley she's wonderful I kept saying all the way home she's terrific (10) And Kelley answered you're telling me

REVIEW TEST

The following test covers all you have learned about punctuation up to this point. There will be a similar test at the end of the section on Punctuation. Each test will be in two parts, called Form 1 and Form 2.

Reread Chapters I and II, then do Form 1 and check your answers with the Key. If you do Form 1 without any mistakes, you need not do Form 2. If not, study the chapters again, then do Form 2. These tests will help you remember all you have learned.

In the following sentences put in all the punctuation that is needed.

THEY WERE EXPENDABLE

Form 1

the big alarm came at noon on December 10 said Lt. Kelley and fifteen minutes later much to our surprise we saw a large flight of Jap bombers coming over at 25,000 feet I said to myself well Japs when our fighters get up there and start rumpling your hair those formations won't look so pretty but where were our fighters then we began hearing bombs and feeling the vibrations in our feet we wondered what was catching hell Manila maybe Nichols Field or even Cavite our own naval base we couldn't know

well I knew said Bulkeley for I was there at Cavite

he said the Admiral had sent them a two-hour warning that the Japs were coming from Formosa their closest base first the Japs swung over Manila and began to paste the harbor shipping next they pivoted and moved over Cavite

later Lt. Bulkeley and his men went back to Cavite to see what had happened the Japs had flattened it the only American navai base in the Orient beyond Pearl Harbor into bloody rubbish the wounded and there were many of them were loaded on boats and taken to Canacao hospital there was half an inch of blood on the landing platform at Canacao they could hardly keep their feet in fact for blood is as slippery as oil

Admiral Rockwell the man in charge had told the men they'd better get out the magazine was liable to go up any minute

the men offered to take him with them, but he said no my job is here men now get going hurry up

so we picked up from the gutters continued Bulkeley cans of food from the bombed warehouse and got out of there like a bat out of I mean as fast as we could

Form 2

a couple of Jap ships one of them an auxiliary cruiser with six-inch guns had been blasting us on Bataan explained Lt. Bulkeley

Admiral Rockwell had asked Bulkeley if his men would tackle that ship the Japs were on the west coast of Luzon in fact they were based in Subic Bay just north of Bataan Bulkeley and Kelley in one boat and De Long in another undertook to drive them out and accordingly reached the entrance to Subic Bay just after midnight

here we separated said Bulkeley and that was the last I ever saw of De Long's boat

then he told what happened to his own it was darker than hell he explained moreover the shore we could see them by the flashes was lined with Jap field guns they soon broke out 50-caliber machine-gun fire at us we could see the tracer bullets

well Bulkeley tell how the lights and flashes really helped us said Kelley they enabled us to pick out the shore line and tell where we were but where was De Long our partner where had he there seemed to be nothing to do but attack alone

Bulkeley and Kelley told how they crept up on a Jap cruiser and one of their torpedoes hit home however they were in plenty of trouble themselves one of their torpedoes was stuck in its tube its propellers were buzzing, and compressed air was hissing so you couldn't hear yourself think a torpedo is adjusted to fire after its propeller has made a certain number of revolu-

tions after that even a good hard wave-slap might set it off this would blow them all to glory their torpedoman Martino used his head fast he grabbed a handful of toilet paper then he jumped astride that wobbling, hissing torpedo and jammed the vanes of the propeller with the toilet paper this stopped it

with flames lighting up the bay, our motors roaring, and the boat skipping around said Bulkeley we made a great commotion no doubt

the Tokyo radio reporting the attack the next day said the Americans had a new secret weapon a monster that roared, flapped its wings, and fired torpedoes in all directions

it was only us explained Kelley but we felt flattered however we got the hell out of there and that was all there was to it

III

More About Dividing Sentences

STEP 1

SERIES

We sell farm machinery cement seeds lumber fertilizer and coal.

Do you see how the words in the sentence above seem to jam up? What are cement seeds? What is lumber fertilizer? Notice how commas clear up the confusion.

We sell farm machinery, cement, seeds, lumber, fertilizer, and coal.

Now you can easily tell what is being sold.

Look at this sentence:

Diving slipping spinning the pilot finally scrambled into a cloud bank.

Again commas would keep the words from jamming up.

Diving, slipping, spinning, the pilot finally scrambled into a cloud bank.

In a series use a comma after each word except the last one. A series is three or more things used in exactly the same way. The comma before *and* may be left out, but most good writers use it.

Notice the punctuation in the series in the following sentences:

Either James, Roberts, Reilly, or Briggs will spend tomorrow in the guardhouse.

Galento wheezed, puffed, grunted, groaned.

The first of these sentences has a series of words as subject; the second has a series of words as verb.

Now look at this sentence:

I often met Phipps at drill, in the mess hall, and at the U.S.O.

Notice that it contains a series, but that it is a series of word groups, not of single words. They are: *at drill, in the mess hall, at the U.S.O.*

Here are a couple of other sentences containing series of word groups:

Government of the people, by the people, and for the people shall not perish from the earth.
Being late, seeing an M.P., and feeling guilty, Eddy wanted to crawl into a hole and die.

In both sentences the phrases are separated by commas. This makes the meaning clearer and lets you see at once where one phrase ends and the next begins.

Sometimes the groups of words in a series are fairly long, as in the following sentence:

The soldier who gets the smiles, who gets the invitations, who gets the pick of the crop always washes his undies in Fluffo.

Rule: Use commas to separate the parts of a series of words or groups of words.

There is another punctuation mark often used with a series of words or word groups to help make the meaning clear. Notice this sentence:

Here's what he calls a light lunch: half a dozen oysters, soup, roast beef, potatoes, two vegetables, rolls, salad, two pieces of pie, and three cups of coffee.

Use a **colon** (:) to show that a series is to follow the opening. The colon follows a complete statement and points toward something to come.

Look at this sentence:

The baby now has three words: "nuts," "scram," and "O.K."

The series following the colon is a kind of appositive, for it explains something that comes before. *Nuts, scram,* and *O.K.* explain *words.*

Notice that a colon is not used in the following sentence, for the series of words in not an appositive but the object of the verb *can say:*

The baby can say "nuts," "scram," and "O.K."

The colon is used also between the figure representing the hour and the minutes after the hour when giving the time:

The body was found at 10:14 exactly.

Add commas and colons wherever they are needed in the following sentences.

THE PRICE THAT RUSSIA IS PAYING

A

(1) The Russian people may be happy over their victories. (2) But they know these things very well the fighting is on Russian soil their villages and cities are being destroyed and their people are being killed. (3) Russia is winning victories because she is willing to pay the price in life in comfort in convenience. (4) The best of everything—food clothes books entertainment—goes to the soldier. (5) Soup bread porridge with now and then a little meat lard and potatoes are the main foods of the struggling civilians. (6) But somehow they manage to get

along. (7) They even look determined well and energetic. (8) Long working hours are accepted food is poor and transportation is bad. (9) But the spirit of the men women and children in the factories is high. (10) They often work overtime on a special lot of tanks guns or shells for the army. (11) Everyone works except invalids and women with small children. (12) No one is late to work wastes time or takes a vacation.

B

(1) Most boys and girls between 12 and 16 are in the country planting seeds tending crops and gathering harvests. (2) They do not complain they do not look overworked and they do not seem unhappy. (3) They wholeheartedly support their country with their lives labor earnings and savings. (4) A worker who gets $75 a month who pays $21 in taxes and who does it cheerfully is not unusual. (5) Never in history have the Russians had such undying violent bitter hatred for an enemy. (6) In combat a Russian soldier has actually been seen doing this pinning a German to the ground biting his throat and letting him bleed to death.

C

(1) Wherever they go in Russia the Germans shoot the chickens geese and ducks for food. (2) Then they gather all other live stock grain and potatoes to take with them. (3) When the Germans retreat they go through the following procedure they take all the food they burn every building and often they drive the civilian population ahead of them. (4) They cannot feed clothe or shelter them. (5) So thousands of Russians have gone to certain death. (6) But never have they lost hope courage and faith in victory. (7) To them victory means driving the Germans out of Russia destroying Nazism and making it impos-

sible for the Germans to start another war. (8) They want to punish the Nazi leaders the soldiers and even the home folk in Germany. (9) The people at home are guilty because they welcomed the food felts and woolens sent them from Russia. (10) More than anything else the Russians want to heal their wounds to start living again and to have some degree of security comfort and peace.

STEP 2

PAIRS OF WORDS

> Sid was wearing a new straw hat.

Punctuating a series is easy. But punctuating two words used together will be a little harder. Two words joined by *and*, *or*, or *but* do not need a comma between them. The joining word is enough. Look at these sentences:

With your last dollar would you buy food or whiskey?
Eloise danced gracefully and easily.
Not Tom but Jerry crawled out of the ditch after the raid was over.
The Italians laughed and sang when they were captured.

Commas before the joining words *or*, *and*, and *but* in these sentences would give an unnecessary pause.

But when there is no joining word a comma is needed to take its place.

The wheels spun in the thick, slimy mud.
Slowly, carefully the truck began to move.

Both *thick* and *slimy* describe *mud*. Both *slowly* and *carefully* tell how the truck moved.

Now look again at the sentence at the beginning of this step. There is no comma between *new* and *straw* because *straw* and *hat* go together to name one thing, and *new* describes both words.

Here is another sentence of the same kind:

They were hauling supplies in an old lumber wagon.

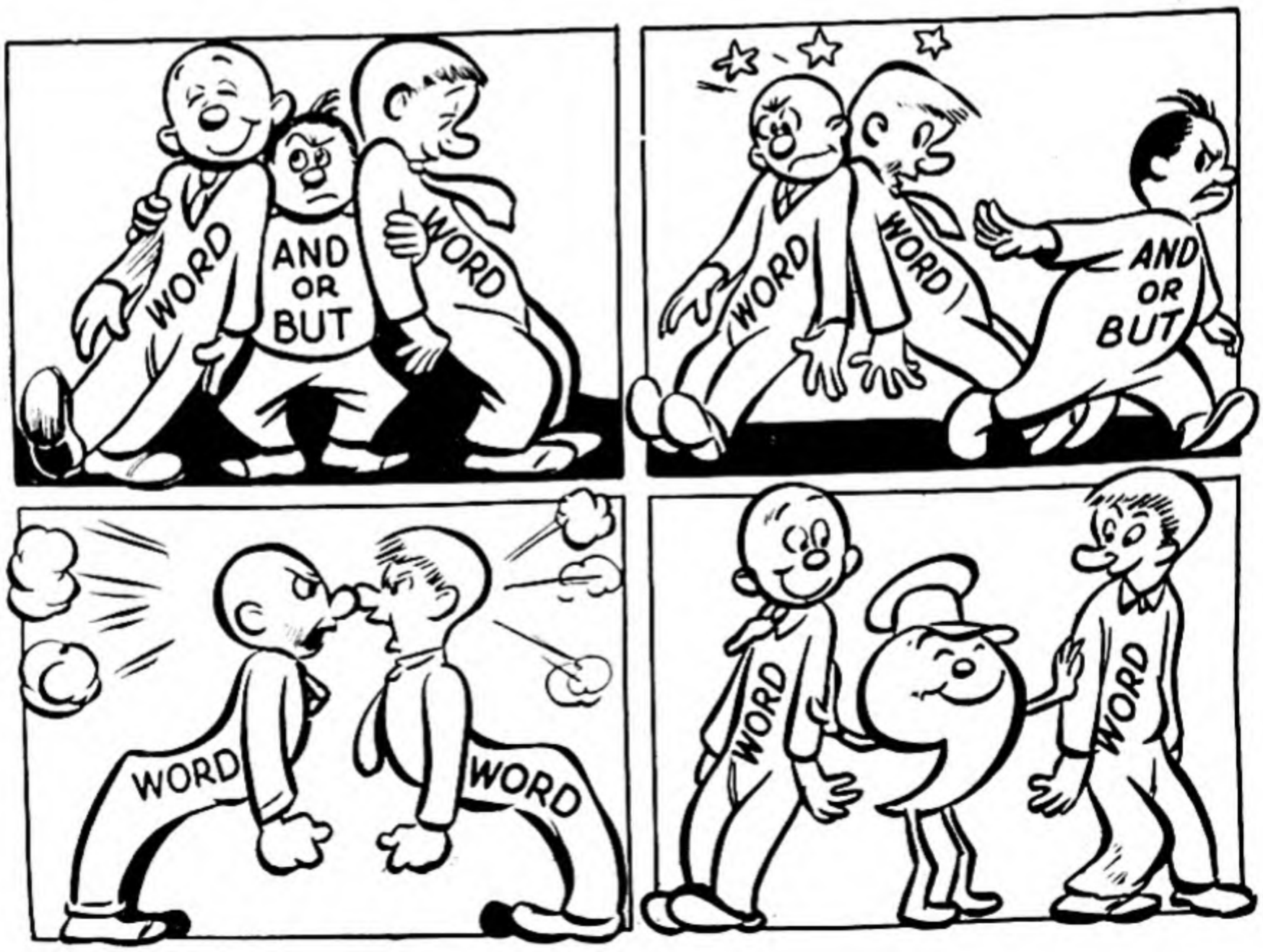
Lumber wagon names one thing, and *old* describes *lumber wagon*, not just *wagon*. A good way to tell whether a comma should be used between words like *new* and *straw* or *old* and *lumber* is to reverse them or to put *and* between them.

a straw new hat
a lumber old wagon
a new and straw hat
an old and lumber wagon

Since these tests spoil the meaning, commas should not be used. But notice this:

the thick, slimy mud
the slimy, thick mud
the thick and slimy mud

All three versions mean the same thing; so a comma is needed.



Rule: Pairs of words with *and*, *but*, or *or* between them do not need commas. Pairs without these words need a comma between them unless they are very closely related.

In the following sentences add commas wherever they are needed in series or between pairs of words. Be careful not to put in any commas that shouldn't be there.

KELLEY TAKES A RIDE

A

(1) Every Tuesday, the general's night off, I had a wonderful parlor date. (2) I played "Smoke Gets in Your Eyes" and "Night and Day" each nineteen times. (3) Beautiful Ann and I made fudge and ate it. (4) We played Jimmy Dorsey records we danced and we listened to Bob Hope. (5) As we said good-night at the door the moon put a clear white spotlight on Ann's face and I was covered with big fat goose bumps. (6) Being with Ann was like drinking a zombie or a half dozen cuba libres. (7) Life was one blue hazy pipe dream until she asked me to go riding. (8) It was at the door as I was saying my usual long-drawn-out good-night. (9) She definitely positively commanded me to go riding with her the next night. (10) I had never been on or even near a horse in my life and didn't know a horse from a mule or a donkey. (11) What could I say but the first the only thing that popped into my head—that I was on guard duty the next night. (12) Calmly persistently she said we'd go the night after that.

B

(1) Next morning I told the sergeant I had a toothache and was going to the hated the detested dental clinic. (2) And I headed straight and fast for the horse area. (3) I spent the

whole darned blasted morning trying to learn to ride. (4) It was pitiful pathetic. (5) Both the attendant and the horse seemed to feel sorry for me. (6) The next day, sore and weary, I tried again. (7) Yes, Ann and I went riding, but I don't like to think or talk about it. (8) She showed up at the stable looking like an ad out of a swanky ladies' fashion magazine. (9) I had carefully deliberately chosen the grandma of the stables. (10) She was so old and tough that the mess sergeant didn't even want her for stew. (11) Ann looked at the two horses and chose grandma for her own.

C

(1) I took a long deep breath. (2) Fearfully cautiously I placed my left foot in the stirrup. (3) Then I put my weight on it swung my right foot over—and kicked the horse in the rear end. (4) I don't recall or know the rest very well. (5) I do remember the high corral fence coming up at me. (6) And I seem to remember going up in an elevator high high in the air and leaving my stomach on the ground floor. (7) I saw my picture on the front page of the little home-town paper and all the sad young faces of the Downtown Boys' Social Club. (8) I saw my mother anxiously sadly receiving the insurance money. (9) My next recollection is of a hangover and beautiful Ann's face above me laughing at me. (10) Life was blue and hazy but not the usual pipe dream any more.

STEP 3

OPENING PHRASES AND CLAUSES

> Before breakfast I even hate myself.
> While shaving the lieutenant cut his lip.

The first of the sentences above is clear as it stands. But in the second the words jam up and seem to say that somebody was shaving the lieutenant. So the sentence should read:

While shaving, the lieutenant cut his lip.

Do you think the following sentence needs a comma?

To make a long story short Johnson was nabbed in Kansas City.

At first reading, *short* seems to go with *Johnson* instead of with *story*. A comma after the opening group of words would show where the pause ought to come:

To make a long story short, Johnson was nabbed in Kansas City.

Here is another:

Shortly after the boys were inducted.

The sentence seems incomplete, as if the main idea had not yet been expressed. See how a comma after the opening words sets them off and makes the main idea stand out:

Shortly after, the boys were inducted.

Of course not all sentences with opening phrases need this kind of separation. Look at these:

Just before dawn the Japs struck.
Without a doubt she was the girl for me.

But if the words jam up or if the main idea does not stand out clearly, a comma will help.

Sometimes a sentence opens with a clause. You know that a clause is a group of words with a subject and a verb. Some clauses make good sense by themselves and can stand as sentences. Others do not. Now look at the following sentences in which an introductory clause comes before the main one:

Because Hollywood makes the movies, many people think of it as a great city.
If you read the propaganda from Tokyo and Berlin, you wonder how England and America keep on fighting.

In both these sentences a long introductory clause which could not stand alone comes before the main clause. The comma helps separate the two clauses and puts the stress on the main one.

But when an opening clause is short it does not need a comma after it:

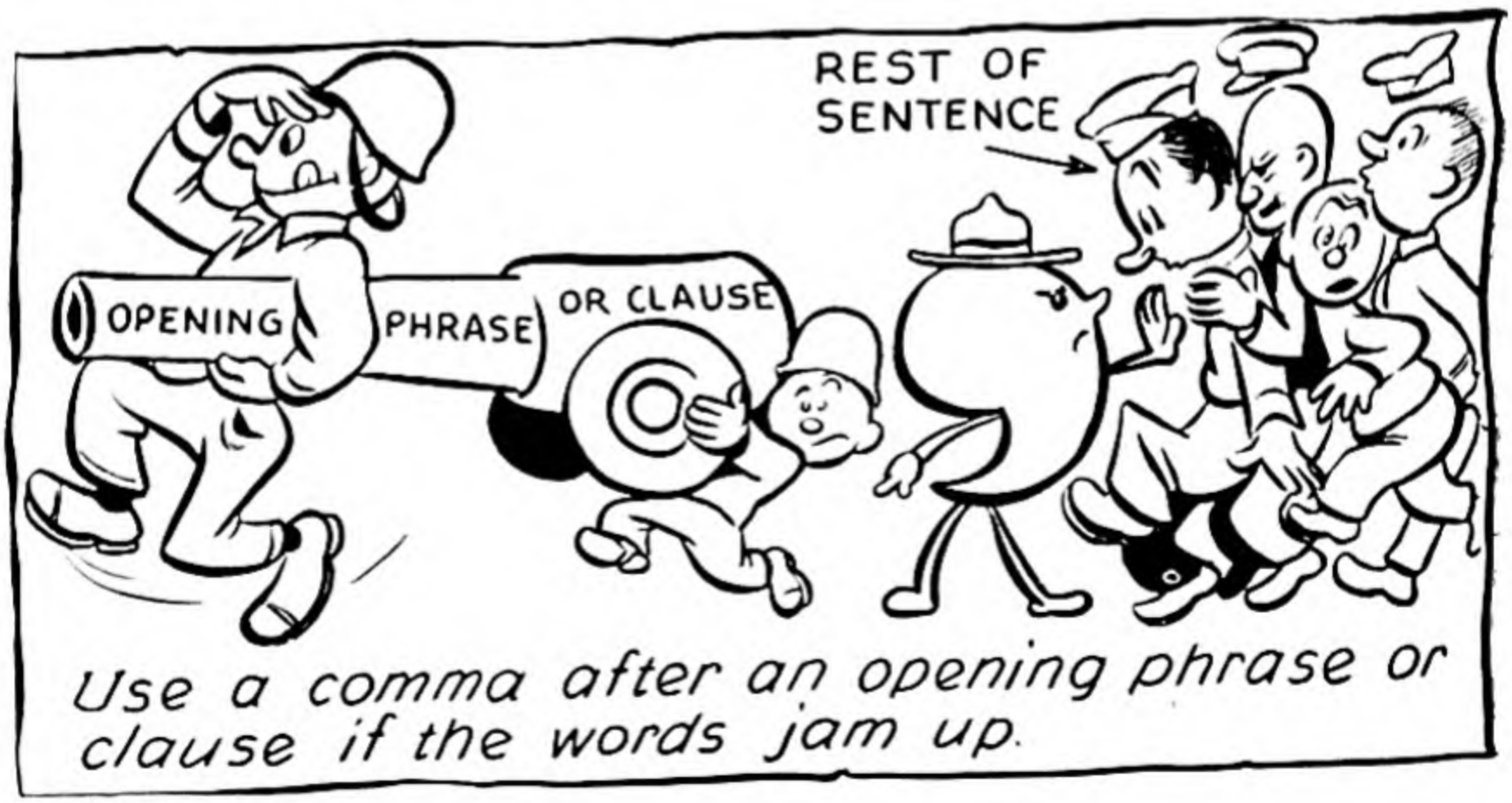
If you want to go I'll get another ticket.

Once in a while even a short clause may jam up:

When he looked up the girl in the elevator had gone.

Only a comma in the right place will help:

When he looked up, the girl in the elevator had gone.



Rule: Use a comma after an opening phrase if the words jam up, and after an opening clause if it is long or if it jams up.

In the following sentences add commas to set off introductory phrases and clauses wherever necessary.

OPENING DAY

A

(1) As every fan knows the Opening Day of the baseball season is a great occasion. (2) After months of waiting spectators throng to the fields. (3) A feast after a famine there is no thrill quite like it. (4) For the afternoon business might just as well be shut down. (5) On the day selected the weather may not be perfect. (6) But once it is set the date is seldom changed. (7) In Boston when the time draws near the ground and the stands sometimes have to be cleared of snow. (8) In Cincinnati on the Ohio River floods sometimes sweep over the field. (9) But when the call to baseball sounds the park is always ready. (10) On opening day games usually have a record turnout. (11) As early as Christmas seats for Cincinnati's opening game are all sold out. (12) Although by then the schedules haven't even been made out the fans are looking ahead. (13) Being interested in baseball they don't care who the Reds' opponents will be.

B

(1) In normal times the President attends baseball's opener in Washington. (2) Often being dyed-in-the-wool fans many Chief Executives are not too dignified to munch goobers and keep their own scores. (3) For the opening members of Congress and other bigwigs often help swell the crowd. (4) If you remember the biggest opener in Washington was probably in 1921. (5) Since the crookedness of the 1919 World Series had been exposed the winter before there was doubt about the future of baseball.

(6) Even though the guilty men had been dealt with and barred from the game for life managers wondered how the public would feel. (7) The question was answered in Washington. (8) By looking on President and Mrs. Harding helped revive the good name of baseball. (9) Also attending Vice-President and Mrs. Coolidge and Herbert Hoover let the public know that bygones were bygones. (10) Marching across the field with owner Clark Griffith General John J. Pershing showed how he felt about it. (11) Having the approval of the American people the great game has continued to grow in popularity.

C

(1) Although it may seem hard to understand the Yankees had two opening days at home in 1922. (2) Because they did not feel satisfied after the 1921 World Series Babe Ruth and Bob Meusel took part in some barnstorming games. (3) Since this was against Judge Landis's orders the two players were suspended for six weeks at the beginning of the 1922 season. (4) With a record of 59 home runs the year before the Babe was the toast of the New York fans. (5) When the season opened without him to the fans it was like eating corned beef without cabbage. (6) Feeling pretty sad Ruth was in the stands for the first opener. (7) Being baseball's greatest drawing card when he was out of the game the whole league suffered. (8) Six weeks later with the second opening hearts were more joyful. (9) The Yankees had come into their own again.

STEP 4

SENTENCES WITH TWO OR MORE MAIN CLAUSES

> To my face she always called me "lambchop" she told George I was a "meatball."

Do you see that there are two main clauses in the sentence above, and that they could be written as two sentences with a period after "*lambchop*"? Do you also see that the two ideas are so closely related that they may be put into one sentence?

When two or more main clauses come in one sentence, the clauses should always be marked off by some kind of punctuation. If they are not, it looks as if the writer didn't know a main clause when he saw one. There are four ways of marking off main clauses. Here is a sentence punctuated in all four ways:

1. Cut out the rough stuff, he'll tell you what he knows.
2. Cut out the rough stuff **and** he'll tell you what he knows.
3. Cut out the rough stuff, **and** he'll tell you what he knows.
4. Cut out the rough stuff; he'll tell you what he knows.

This mark (;), which looks like a period over a comma, is called **a semicolon.** It shows a pause greater than that shown by a comma but less than that shown by a period.

In any particular sentence one of the four ways will be better than the others:

1 and 2. Use just a comma or just *and* if the sentence is very short:

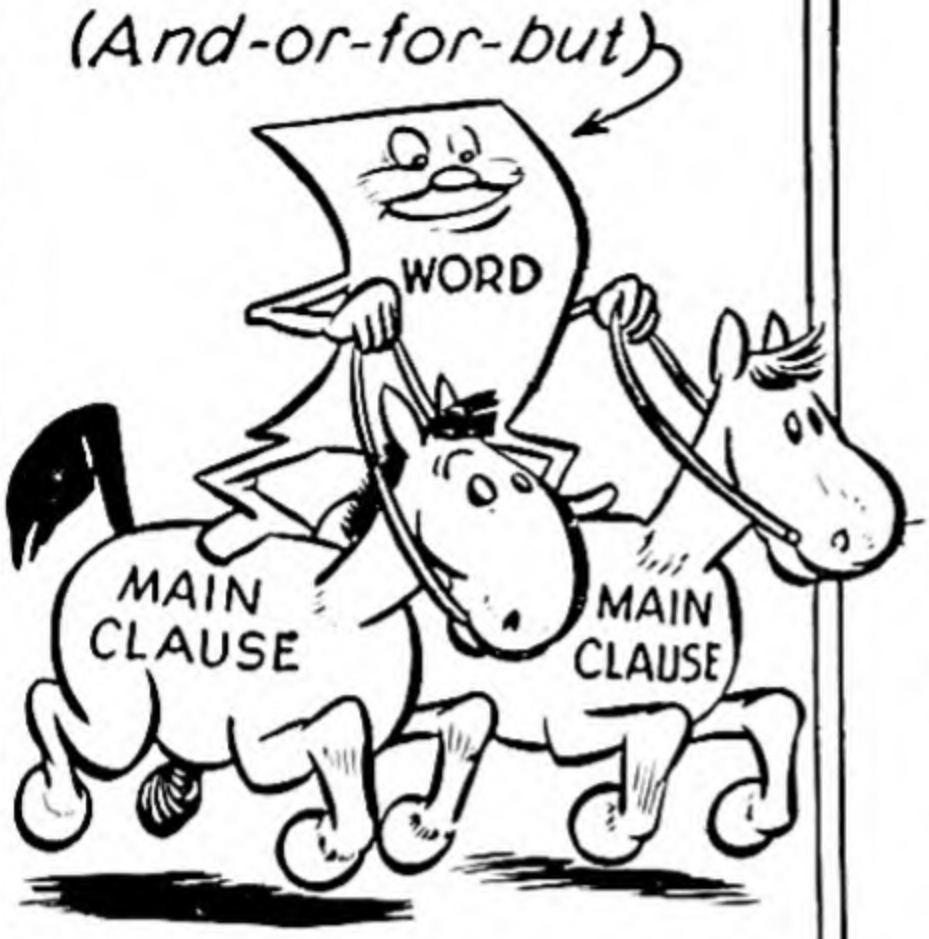
We knocked, she let us in.
We knocked **and** she let us in.

3. Use a comma with *and*, *but*, *for*, or *or*, if the sentence is fairly long:

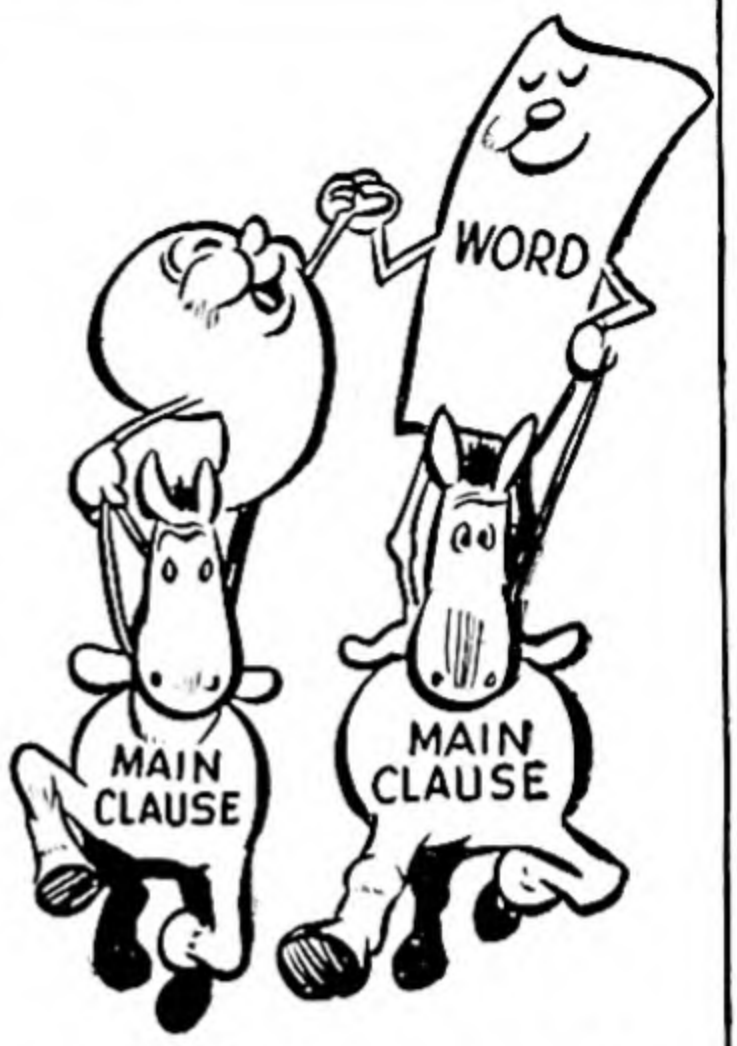
The motorcycle had been taken without permission, **and** the borrower had to pay for the repairs.

4. Use a semicolon if there is no joining word between the clauses and if the sentence is fairly long:

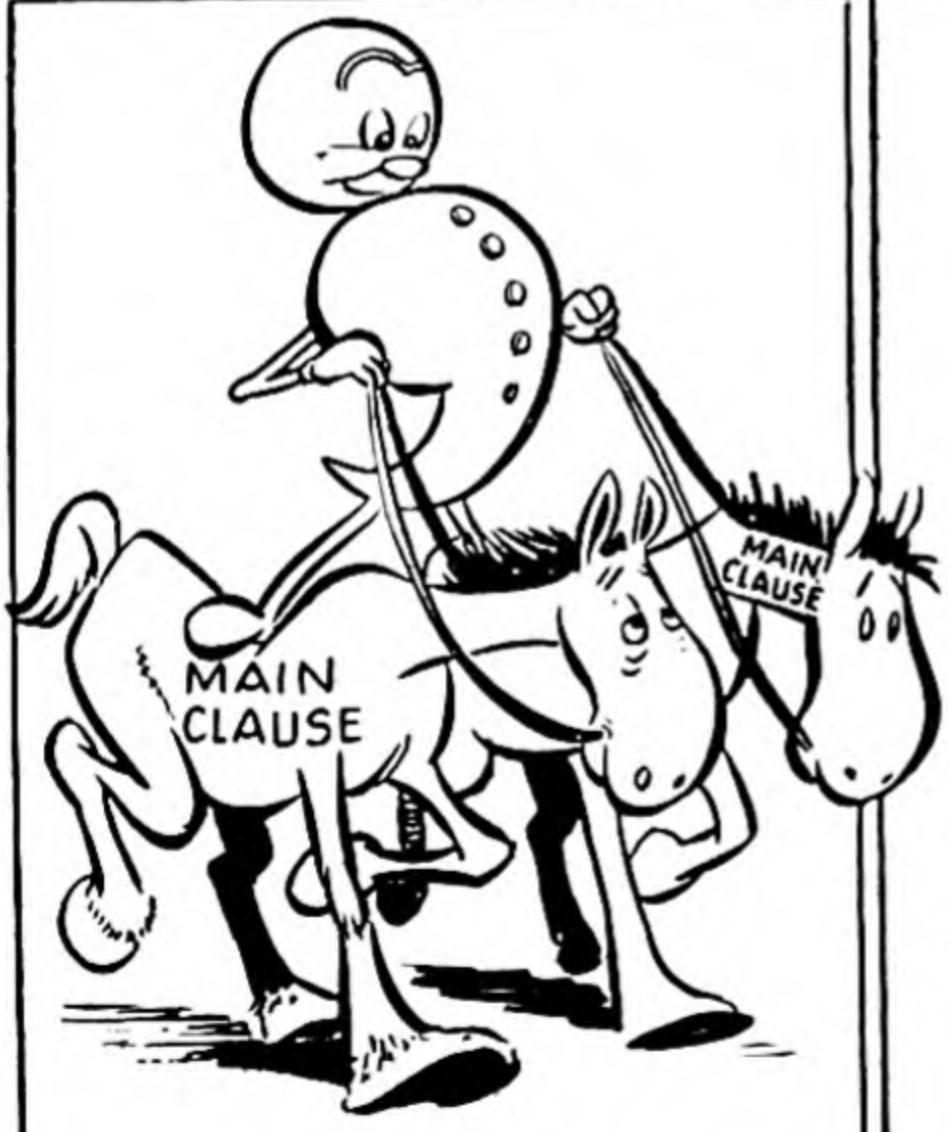
A jeep always seems a little bit like a flea; a tank always seems a little bit like an elephant.



Two main clauses take a joining word — or



a joining word and a comma too — or



a semicolon or —

if clauses are short, a comma by itself.

Sometimes a sentence will have three or more main clauses, that is, a series of them. If so, the clauses are usually punctuated like a series, this way:

Joe likes poker, I like gin rummy, and Bill likes tiddly-winks.

Rule: Most sentences with two main clauses take a joining word, *and*, *but*, *or*, or *for* with a comma before it. If there is no joining word, use a semicolon unless the clauses are very short. If they are short, use a comma.

Here is another use for the semicolon:

I bought an old, broken-down over-stuffed chair; an ancient rickety table; and a beautiful new purple, green, and orange rug.

In this sentence there are three groups of words—a series—each with commas in it; so a stronger mark than a comma is needed between the groups. The main series is *chair*, *table*, and *rug*. But each of these words is described by others which are separated by commas. *To avoid confusion in sentences where there are many small pauses, mark the longer pauses with semicolons.*

Put commas and semicolons wherever they are needed in the following sentences.

FOUR-MOTORED DOGFIGHT

A

(1) Lt. Ed Loberg was taking his B-17 on a routine flight from Guadalcanal and I decided to go along. (2) We took off in a tropical noontime with dark clouds heavy air and thick heat yet there were patches of steaming sun glassy light and bright glare on the water. (3) For a while we searched low then we climbed to 6000 feet. (4) That would give some Jap a chance to sneak in under us if he wanted to. (5) Far below us was one of our PBY Navy planes and near it was one of the best four-motored bombers the Jap Navy has. (6) As we watched

the PBY turned and lifted finally it fell like a bird in trouble. (7) So we muscled in and took over the fight. (8) We were diving very rapidly and the bottom turret guns were chugging. (9) I could feel my cheeks draw down and everything inside me was pressed into a tight little bundle. (10) Soon we were on an even keel again but now we were in a squall. (11) The rain drummed all over us and the plane was being thrown around so much that I had to hang on with two hands.

B

(1) We had gone into the cloud after the Jap at every window men strained to see through the thick rain. (2) Finally we came out in the clear and there was the Jap right beside us. (3) Thousands of bullets crisscrossed through the air but the planes still rocked along side by side. (4) We shuddered from the impact or from the recoil of our own guns. (5) I could see a cannon firing at us smoke blowing from its mouth streaks of flame and I could see our tracer bullets dart into the Jap bounce off his armor and shoot up into the air. (6) Sometimes the Jap dived into a cloud but our men out-thought him every time. (7) Once we went after him and we caught him as he was breaking into the clear. (8) The Jap kept close to the water for he was afraid we might come in under him. (9) He had no guns there and we could have torn his belly open with our top turret. (10) I kept wishing our crew wouldn't be so smart every time the Jap got lost for we were both flying very low. (11) I knew there wouldn't be time to bail out or even get through the hatch if we hit the water.

C

(1) Twice we passed right over the Jap and I could see the jagged bullet holes we had torn in him. (2) I looked anxiously

at our floor but no bullets or cannon shells were coming through. (3) Suddenly we noticed smoke coming from the Jap plane and we knew that one of its motors was gone. (4) A moment later our navigator shouted, "He's down!" and we all looked eagerly below. (5) The Jap was burning like a tanker and flames were flapping like a flag into clouds of black smoke. (6) Our navigator had dropped his guns and now he was grinding away on a movie camera. (7) In the center of the oval of flame lay the Jap plane, skinny and black, like the bones of a skeleton and two small black objects that could have been men or maybe just bits of debris were on the edge of the oval. (8) Either they were trying to get away from the flames or they were being swirled away by the currents created by the heat. (9) We circled and came back at 500 feet but now the plane had disappeared. (10) Flames covered the spot and the two black objects were gone.

STEP 5

WORDS LEFT OUT

For breakfast Hank ate flapjacks, Fuzzy bacon and eggs, and Short oatmeal and cream.

Did you get the meaning of the sentence above at the first reading? You see at once that commas are used to separate the three clauses in the series: *Hank ate flapjacks, Fuzzy ate bacon and eggs,* and *Short ate oatmeal and cream.* But the verb *ate* has been left out of the last two clauses. Commas should be used to avoid misunderstanding when words are left out. Since two of the clauses will then have commas in them, semicolons could well be used between the parts of the series. The sentence would be clear punctuated this way:

For breakfast Hank ate flapjacks; Fuzzy, bacon and eggs; and Short, oatmeal and cream.

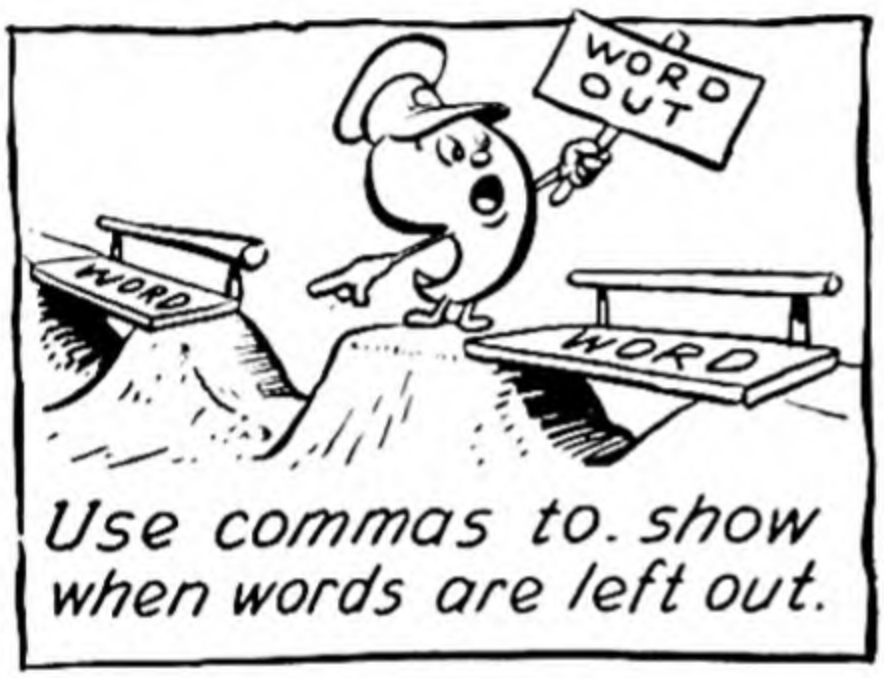
Here is another sentence of the same kind:

A red light means stop; a green light, go.

The sentence has a comma after *green* because the verb *means* is left out.

Jiggers thinks the greatest pitcher he ever saw was Grover Cleveland Alexander; the greatest hitter, Rogers Hornsby; and the greatest outfielder, Tris Speaker.

Commas are used to show that the verb *was* is left out.



The comma in the place of omitted words is to prevent confusion. Sometimes, if there is no danger of confusion, the comma may be left out, as in this sentence:

They all have ambitions, these new ballplayers, the pitchers to win a no-hit game, the batters to lead their league in hitting.

Here the words *have ambitions* are understood after *pitchers* and *batters*. But there is no danger of a wrong meaning, so no commas are needed.

Here is a sentence that is somewhat different:

Bangor, Maine, is Twitchell's home town.

Use commas before and after *Maine* to set off the name of the state. You can think of the sentence as if the full meaning were, "Bangor, *which is in the state of Maine*, is . . ."

In much the same way commas should be used to set off the parts of addresses with street numbers:

Captain John Maynard, 3492 Elmwood Avenue, Providence, Rhode Island, should receive all inquiries on enlistment.

Here the full meaning is, "Captain John Maynard, *who lives at* 3492 Elmwood Avenue, *which is in* Providence, *which is in the state of* Rhode Island, should receive . . ."

Commas are always used to separate the parts of an address when it is used in a sentence, and a comma should come after the last item also unless it is the end of a sentence. (For addresses in letters see pages 163–164.)

Also, in sentences, set off the parts of a date:

They arrived on Monday, May 3, 1943, early in the morning.

This means, ". . . on Monday, *which was* May 3, *in the year* 1943, early . . ."

Rule: If there is any danger of misunderstanding, use a comma to show that one or more words have been left out. Also, use commas to separate the parts of addresses and of dates.

In the following sentences put in commas wherever they are needed to indicate words left out or to punctuate dates, addresses, or geographical names. If adding commas makes semicolons necessary, insert the semicolons.

PRACTICE SENTENCES

A

(1) Spud dated his letter September 9 1942. (2) If you ever get to Trenton N. J. look up my good friend Clara. (3) Eddy got a cake from home, Tom a couple of perfumed letters, and Joe a postcard asking him to pay a bill. (4) Jane wore red, Alice blue. (5) Timmy plays the piano, his brother the drums. (6) December 7 1941 is a day which no American should forget. (7) Some men are brought up in poverty, some in luxury, but all are equal before the law. (8) Walla Walla Washington and Peoria Illinois are towns that have come in for a lot of ribbing. (9) When they entered the Army Pete and Bill were both privates. Now Pete is still a private Bill a lieutenant.

B

(1) Professor Tweedle never moved. He lived all his life at 19 Garden Street Cambridge Middlesex County Massachusetts.

(2) To err is human, to forgive sometimes impossible. (3) Jack Spratt can eat no fat, his wife no lean. (4) When Spike lived in England, his address was Rose Cottage Thorn Lane Waverly near Thames Surrey. (5) July 14 1789 Bastille Day, is the French equivalent of our July 4 1775 Independence Day. (6) Some of the boys stole apples, some pumpkins, and some potatoes. (7) An MP watches soldiers, an SP sailors.

C

(1) Five National League rookies have made 200 bingles in their first season. They are Lloyd Warner of the Pirates, who did it in 1927, Johnny Frederick Brooklyn 1929, Chuck Klein Philadelphia 1929, Bill Herman Chicago 1932, and Frank McCormick Cincinnati 1938. (2) Since June 1942 Don has been stationed at Camp Edwards Cape Cod Massachusetts. (3) Bud likes blondes, Tom brunettes, Bill redheads, and I anything. (4) Boys like science and sports, girls boys.

STEP 6

ESSENTIAL AND NONESSENTIAL CLAUSES

Water, which is bad, should never be drunk.

A clause like *which is bad* may actually change the meaning of a sentence, or it may, like a side remark, only add a little more information to it. In the sentence above, which does the middle clause do? The best way to find out is to try the sentence without the clause and see what happens to the meaning.

Water should never be drunk.

You see that a necessary part of the meaning is now lost. So the clause is essential to the sentence.

Look again at the original version. Do the commas seem to show that the clause is essential? They do not. Instead they make it look like a side remark, like something tossed in extra. In other words, the commas should not be there, and the sentence should read:

Water which is bad should never be drunk.

Without the commas the clause *which is bad* is shown to be a necessary part of the sentence.

Here is another sentence with a necessary clause:

Japs who have studied hard usually wear glasses.

Who have studied hard refers to some particular Japs, not all of them, and thus is necessary to the meaning. So it should not be set off by commas.

Here is one more sentence of the same kind:

Most soldiers who are cowards run away in battle.

Who are cowards refers to a small group of soldiers, not to all soldiers. Without the clause the meaning would be completely spoiled:

Most soldiers run away in battle.

To show that it is necessary to the meaning the clause should not be set off by commas.

Often such a clause is not necessary but merely adds information without changing the meaning:

The destroyer, which was scarred with shell-holes, limped into the harbor.

The *which* clause merely adds a bit of information about the destroyer. It could be taken out without changing the meaning.

The destroyer limped into the harbor.

We still mean the same destroyer. So the clause should be set off by commas.

Here is another such sentence:

The bazooka, which shoots a rocket, is a new kind of gun.

The commas show that the *which* clause adds information but that the basic meaning would not be spoiled if the clause were left out.

Rule: A *who* or *which* clause should be set off by commas if it is not necessary to the meaning of the sentence. If it is necessary, it should not be set off.

Put in commas where they are needed to set off nonessential clauses in the following sentences.

KELLEY CRASHES THROUGH

A

(1) Then another guy who wore one gold bar on each shoulder muscled in on my Tuesday nights with Ann. (2) Then out of a sky which had been perfectly clear one night we got our orders; in seventy-two hours we were to be shipped out. (3) Later our captain who didn't hate me any more told us we were all invited to a farewell dance. (4) On my way to a telephone I almost knocked over the sergeant who had brought the message. (5) But I was too late; the lieutenant who was definitely my rival had already asked Ann. (6) On my way out of the C.P. I passed Booker who was huddled over a desk typing the O.D. roster. (7) The order to move out which we had just received meant that some changes had to be made. (8) And I suddenly had a bright idea which might help me get rid of that lieutenant. (9) So I helped Booker type the O.D. list which was to be posted next morning. And by the time I got through, the lieutenant's name was on it.

B

(1) The night of the dance I spent a nickel and called Ann who, it seemed, wasn't going after all. (2) The lieutenant who had just been officer of the day couldn't see why his name had

come up again so soon. (3) Ann who loves dancing was pretty blue about not going. (4) So I told her I'd be around at eight. (5) It was all I could do to keep my voice which wanted to shout and sing on an even keel. (6) When we got to the dance the band was playing a tune which I always liked—"I'm in the Mood for Love"—and I was. (7) Ann who looked like the girl in your dreams kept the stag line right on the beam. (8) So we found a spot behind a palm tree and I was soon up in a world which was full of clouds and stars. (9) After a while Ann mentioned a subject which brought me down with a bang. (10) She said her father whom I had steered clear of wanted to meet me. (11) I told her I'd take Joe Louis who only hits you once. (12) But she said she and her father were O.K. on everything that applied to me. (13) Her father who cared only about her happiness didn't mind if I wasn't an officer. (14) And she didn't care about the lieutenant who had been worrying me.

C

(1) So she took me up to her old—her father. (2) The general who was actually smiling shook hands and asked me if I'd been eating a hamburger. (3) I said no but he told me to wipe off the catsup which was on my lip. (4) Then he winked at me—at Kelley who again was walking on clouds. (5) Early the next morning we moved out in a truck convoy which was some sight. (6) The band was playing, the boys were waving, I was waving, and Beautiful Ann who had a tear in her eye was waving too. (7) And that tear was for Kelley whom she is going to marry when it's all over and we get home again!

IV

Other Punctuation

STEP 1

POSSESSIVES: NOUNS

> James looks surprised his brother.

If you have done the first book of this series, *English Grammar*, the first two steps in this chapter will be a review for you. But you should read the explanations and do at least the A parts of the exercises. If you have not done the first book, you should do these steps just as thoroughly as you have done all the others.

Notice the sentence at the top of this page. Did you have to read it twice to get the meaning? At first it probably seems to be saying that James is surprised at something. Only when you go back over it do you see that the subject is not *James* but *looks*. *James* is a possessive and needs an **apostrophe** to show that it is. The sentence should read:

James's looks surprised his brother.

Look at this sentence:

The reason for Mussolini's trip to Germany was kept a secret.

Mussolini's shows whose trip it was, so the name is written with an apostrophe.

Here is another:

The officer looked at the sergeant's boots.

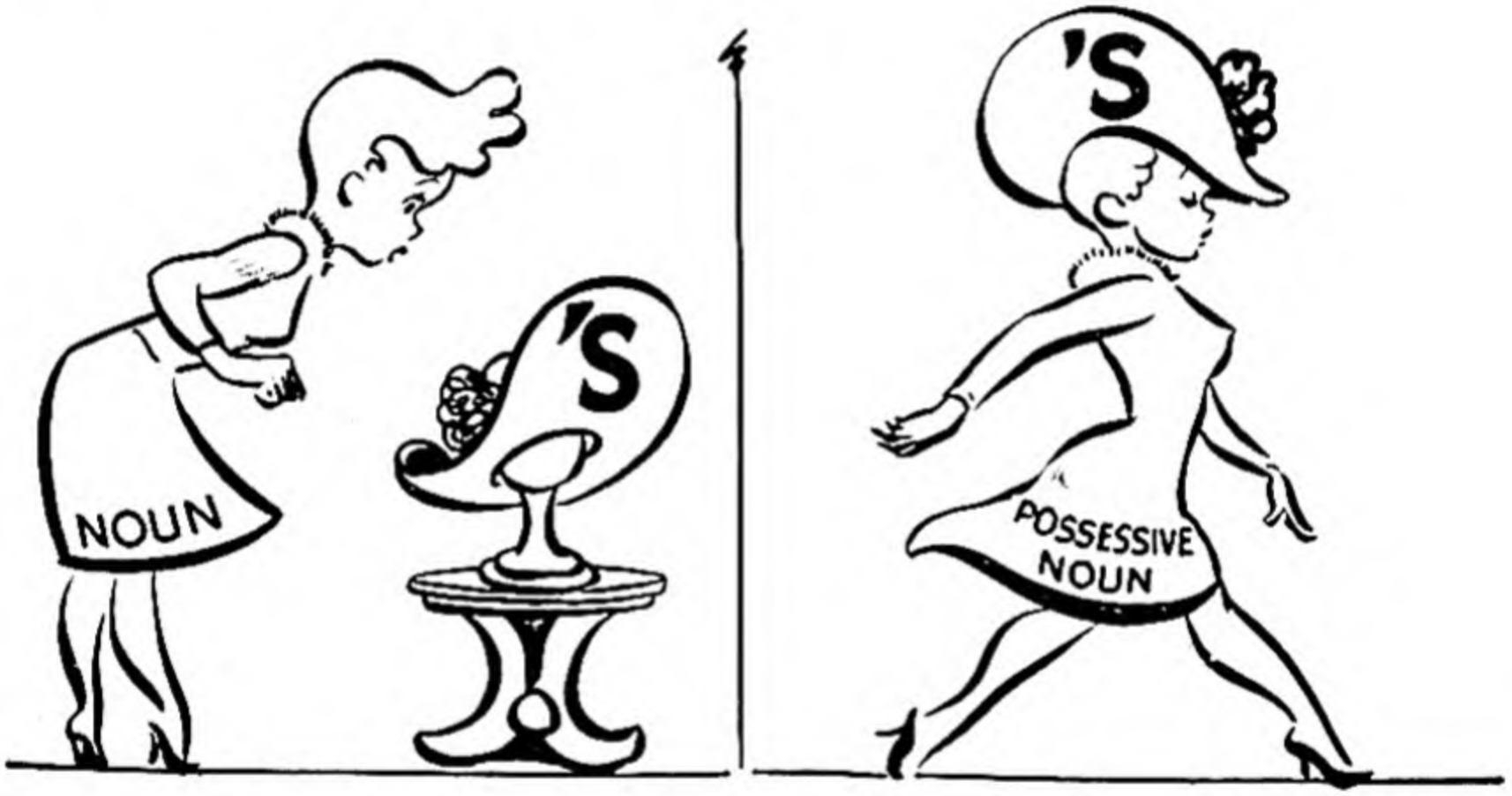
Which word indicates ownership or possession? The *sergeant* owns the boots. The ownership is shown by an apostrophe and *s* added to *sergeant*.

To show possession, first find the base word, then add *'s*:

A married man's time is never his own.
A woman's work is never done; some women's work is never even started.

If the base word already ends in *s*, you need add only an apostrophe:

Boys' hats seldom change in style.
Bugs' pants never came down to his shoe tops.



Rule: To form a possessive noun add *'s* to the noun unless it already ends in *s*. To words ending in *s* you need add only an apostrophe.

But some personal names ending in *s* or an *s* sound may form the possessive in either of two ways: by adding only an apostrophe or by adding *'s*:

Jules' or *Jules's* rifle; *Inez'* or *Inez's* letter; *Jones'* or *Jones's* report.

Many people prefer the apostrophe and *s* on words like these.

Here is another kind of possessive to watch:

The commander in chief's message was brief and to the point.

Compound words add 's to only the last word:

mother-in-law's tongue secretary-treasurer's report

To forget the apostrophe in a possessive noun is a sign of sloppy writing. Don't let it happen to you.

In the following sentences add apostrophes where they are needed to show possession and cross out any apostrophes which are wrongly used.

THE HUNCHBACK OF DIRKSHAVEN

A

(1) A man seldom sees a heros qualities in himself. (2) Yet sometimes even the least of earths inhabitants show a heros courage. (3) Often a mans greatest deed brings him no thought of greatness, yet often it costs a mans life. (4) Hans the hunchback lived in Holland near Dirkshavens sea wall. (5) At the time of the Nazis invasion of Holland the cripples voice was often heard begging for something to do. (6) The Dutch officers wish to satisfy him ended by their giving him an old shotgun. (7) The commanders order was that Hans guard the dyke. (8) In his simple mind he was the whole villages protector. (9) Actually he would have been helpless at an enemys approach. (10) One day as he was standing on the wall the hunchbacks eyes fell upon a dark object bobbing in the sea. (11) He watched the wave's carry the object closer. (12) Just then two boys exclamations were heard near Hans post. (13) When they saw what held the watchers glance they hurried off to get some of the villagers'.

B

(1) When the villagers returned and saw the objects approach they became greatly excited. (2) "It's a floating mine!" came one mans voice. (3) The hunchbacks eyes opened wide as he

asked, "What will happen?" (4) "A fools question!" groaned an old man. (5) They told Hans that the mines explosion would break the wall and ruin all their homes'. (6) As the boys message spread, the whole towns population gathered on the shore. (7) Hans, left alone at his watchmans post on the wall, thoughtfully watched the mines approach. (8) The walls only guard, he felt he must do something quickly. (9) The mens attempts to get a boat and reach the mine would be too late. (10) He scrambled up the wall with a rope tied around his waist, quickly removed his coat and shoe's, and jumped into the water.

C

(1) Peoples voices shouted for him to come back, but he swam straight on. (2) Men gasped at Hans courage. (3) He carefully fastened the rope to a spot where there were no detonating points. (4) Then he started to tow the mine out to sea. (5) Womens prayers and boys and mens cheers urged Hans on. (6) After a long time the walls safety seemed sure, and Hans headed for a sandy beach. (7) Suddenly there was a tremendous explosion. (8) The whole towns population rushed to the beach, but the hunchbacks deed was done. (9) There was no trace either of him or of the mine. (10) Today the peoples appreciation is shown by a wooden cross with the simple words "To the Hunchback." (11) It stands on a pile of stones on the sea wall.

STEP 2

POSSESSIVES: PRONOUNS

> It's tragic that strikes kept the defense plant from working at its full capacity.

Do you see any difference in the two uses of *its* in this sentence? *It's too bad* really means *it is too bad*. *It's* is a shortening of two words into one. *Its full capacity* shows that the capacity belongs to *it* (*it* being the defense plant). *Its* is a possessive pronoun. Notice that the short form, or contraction, has the apostrophe but that the possessive pronoun does not.

It's not my job to give that jeep *its* bath.

The first *it's* means *it is*. The second *its* means *belonging to it* (the jeep).

Three other possessive pronouns are often confused with short forms that have the same sound. Look at the following sentences:

They're waiting for better weather for *their* test flight.
If *you're* afraid of the water, why not bring *your* water wings?
After we see *who's* here, let's find out *whose* car this is.

The words with the apostrophe, *they're*, *you're*, and *who's*, are short forms for *they are*, *you are*, and *who is*. The words *their*, *your*, and *whose* are possessive pronouns, but, unlike nouns, they show possession without using an apostrophe.

The following pronouns never have an apostrophe to show possession:

my	his	its	their
your	her	our	theirs
yours	hers	ours	whose

But a few pronouns do have an apostrophe to show possession. Notice these:

someone's dog
nobody's responsibility
everybody's duty
somebody else's job

As you know, there are a number of other short forms, or contractions, besides those which get confused with possessive pronouns. Here are some of the commonest ones:

can't (for cannot)	you've (for you have)
won't (for will not)	we'll (for we shall)
didn't (for did not)	I'll (for I shall)
o'clock (for of or by the clock)	let's (for let us)

These contractions always take apostrophes. Sometimes other words are shortened, such as "His *name's* Joe" for "His *name is* Joe."

Rule: Possessive nouns take an apostrophe. Most possessive pronouns do not. Forms like *it's, who's, you're,* and *they're* are not possessives but short forms, or contractions.

Here is another use for the apostrophe. Write the plurals of numbers, letters, and words with 's, not with *s* alone:

Dot your *i*'s and cross your *t*'s.
Not: Dot your *is* and cross your *ts*.
His 7's look like his 9's.
Don't use too many *and*'s.

Some writers omit the apostrophe with numbers and words when there is no danger of misreading:

His 7s look like 9s.
Don't use too many *ands*.

In the following sentences cross out the wrong word and underline the right one. Also, add apostrophes where they are needed in contractions and possessive nouns.

WHAT WE LAUGH AT—AND WHY

A

(1) A joke is nothing but a process, a trick played on (your, you're) mind. (2) (You're, Your) started toward what seems like a sensible ending, and suddenly (your, you're) landed nowhere at all—or just where you didnt expect to go. (3) Heres a joke that shows that. (4) (It's, Its) about the professor (whose

who's) dreaming that hes lecturing to his class and wakes up to find (it's, its) true. (5) Thats one of the shortest jokes there are, yet (it's, its) got the two parts every joke has: first, a statement getting you started on a train of thought, then something else which wrecks that train. (6) Sometimes the nothing you laugh at turns out to mean more than the something you were expecting. (7) And (it's, its) that which gives a joke a point. (8) Joe Cook once printed at the top of a page: "Below youll find a list of New York night clubs where youll have a swell time for little or nothing." The rest of the page was blank.

B

(1) Heres one youll laugh at because what (your, you're) expecting to happen doesnt happen. (2) (Your, You're) train of thought is wrecked. (3) A man (whose, who's) been away comes home and is met by his little boy. (4) "Papa, theres been a bogeyman in Mammas bedroom." (5) "Johnnie, (your, you're) crazy. (6) You know theres no such thing as a bogeyman." (7) "(It's, Its) true!" says Johnnie. (8) "Whats more, hes up there now." (9) So the man, (who's, whose) a little anxious, goes up and opens the closet door. (10) Theres his friend Sam from Czechoslovakia. (11) (Their, They're) both surprised, and the father shouts, "Sam, how could you do this to me? (12) Didnt I give you (your, you're) passage from Europe and save you from Hitler? (13) And now (your, you're) hiding in the closet and scaring my little boy!"

C

(1) Many of the jokes people laugh at release (their, they're) suppressed desire to take a crack at somebody. (2) In jokes (your, you're) doing or saying things youd like to do or say in real life but cant. (3) I once asked Charlie Chaplin, (who's,

whose) in the laugh business, how hes able to do it. (4) "(It's Its) telling them the plain truth," he answered. (5) "When I walk up and slap a dame (who's, whose) given me the cold shoulder, (it's, its) the way people want to behave. (6) They wont admit it, but they laugh because they know (it's, its) true."

(7) Heres another joke thats funny because (your, you're) train of thought is broken. (8) A man told the manager of a country club hed like a partner for a game of golf, but he was shy about stuttering. (9) The manager said, "Theres a lady who often plays here and (whose, who's) got the same trouble. (10) Im sure youd get along fine together." (11) The two met on a tee and the man said, "My n-n-names P-p-peter, but Im not a s-s-s-saint." (12) "M-m-my names M-m-mary," she replied, "but Im not a v-v-v-very good player."

STEP 3

CAPITAL LETTERS

The skipper, admiral tom phillips, was with the prince of wales when she went down off the malay peninsula.

Most punctuation helps make meaning clear. That is why we use it. Sometimes, too, we are so used to certain markings that words and sentences look very odd without them.

The sentence at the top of this page should have more capital letters. Without them it looks strange and naked. See how much more normal it looks written this way and how much more quickly you get the meaning:

The skipper, Admiral Tom Phillips, was with the Prince of Wales when she went down off the Malay Peninsula.

These customary uses of punctuation are not hard to learn, because they make good sense once they are pointed out to you.

Rule: In general, begin the name of a particular person, place, or thing with a capital letter. You already know that every sentence should begin with a capital letter.

Here are some of the main uses of capitals:

1. Use a capital letter for the pronoun *I*, the exclamation *O* (but not *oh*), and all names for God and words referring to God, as *Thee*, *Thou*, etc.:

O Lord, God, I thank Thee for Thy blessings.

2. Use capital letters to begin the names of persons and places, adjectives made from names of persons and places, and words naming sections of a country:

Alexander Graham Bell	Mexican people
Canada	Chinese
New England	in the East
San Francisco	down South

Do not capitalize *east* or other names of directions in a sentence like this:

An east wind usually brings rain.

3. Use capitals for names of months, days, and holidays:

January	Sunday	Christmas
February	Monday	Labor Day

4. Use capitals for titles of people, names of civil and military organizations, classes of people, and races:

General Bernard Law Montgomery	Battery B
Doctor Foster	Company C
Republican Party	Eighth Army
Douglas Aircraft Company	Protestants
House of Representatives	Elks
Army Air Corps	Negroes

5. Use capitals for the words *place*, *city*, *mountain*, *river*, *building*, *school*, etc., used in the names of particular places or things:

Malay Peninsula	Roosevelt School
Empire State Building	Monroe Street
American University	Windsor Place
Mississippi River	Washington Square
Jefferson City	Lookout Mountain

6. Use capitals for names of ships, trains, and planes; for important words in the titles of books, stories, poems, magazines, newspapers, and movies:

"Normandie"	"See Here, Private Hargrove"
Zephyr	"The Shooting of Dan McGrew"
"Spirit of St. Louis"	"The Saturday Evening Post"

7. In addition to using capital letters, another way of making titles of books, magazines, and so on, stand out is to put quotation marks around them. Notice this sentence:

In "Casablanca" Ingrid Bergman sings "As Time Goes By."

Add capital letters and quotation marks where they are needed in the following sentences.

A NAZI SPY IS BORN

A

(1) the book, sabotage, tells of the secret war against america. (2) the chapter called a nazi spy is born describes how william

g. sebold broke up a nazi spy ring. (3) sebold was a corporal in the german army in the first world war. (4) he came to the united states soon after the war, got work as a machinist, and became an american citizen. (5) in the summer of 1939 he got leave from his job at the consolidated aircraft company in san diego, california, and sailed for a visit to germany. (6) the simple-seeming german-american strongly appealed to the gestapo. (7) they trailed him, and shortly before his return to america, a gestapo official visited him in his room at the imperial hotel in berlin. (8) there sebold was asked to become a nazi spy. (9) he protested that he was an american citizen, but the gestapo official said that he was german, and that he was now in the third reich. (10) as sebold hastily started packing he discovered that the gestapo had stolen his american passport. (11) from that day on, in spite of his visit to the united states consul, sebold was in gestapo hands, and was taught the use of codes, telegraphy, and short-wave radio. (12) on february 8, 1940, one william g. sawyer arrived in the united states aboard the american lines s.s. washington, which had sailed from genoa, italy.

B

(1) william g. sawyer was william g. sebold. (2) to finance his spy work, $20,000 was sent him from germany through mexico. (3) sebold took an office in new york and called himself the diesel research company. (4) most interesting of the men he sought out was frederick joubert duquesne, the brains of the new york ring. (5) among united states war secrets which the germans asked duquesne to get were american-tested methods of bacteriological warfare, the new american gas masks, and anti-fog devices. (6) the germans also wanted to find out a device by which one ray directs bombers to their objective while a second ray releases bombs directly over the target. (7) sebold

told duquesne that he had a house at centerport, long island, and could send information by short-wave radio from there. (8) herman lang, another of the nazi spies, was a naturalized citizen employed by the c.e. norden company as draftsman and inspector. (9) lang told sebold that goering thought the norden bombsight was the most important thing in the world. (10) he said he had memorized the blueprints (he could memorize a book as long as tom sawyer) and carried them to germany in his head.

C

(1) sebold soon found that another group of spies and saboteurs was working in the new york area under kurt frederick ludwig. (2) ludwig covered united states fortifications, flying fields, and naval bases on the east coast. (3) in june, 1941, in the greatest spy round-up in american history, the entire duquesne ring was taken into custody by the FBI, and later the whole ludwig group was arrested. (4) when the nazi agents faced trial they learned that their co-worker, william g. sebold, was working for the united states federal bureau of investigation. (5) from the moment sebold arrived in the united states he had been in daily contact with the department of justice. (6) FBI agents had written the letters which sebold had been sending to hamburg. (7) they had also supervised his short-wave radio station which had been broadcasting to germany.

STEP 4

ABBREVIATIONS

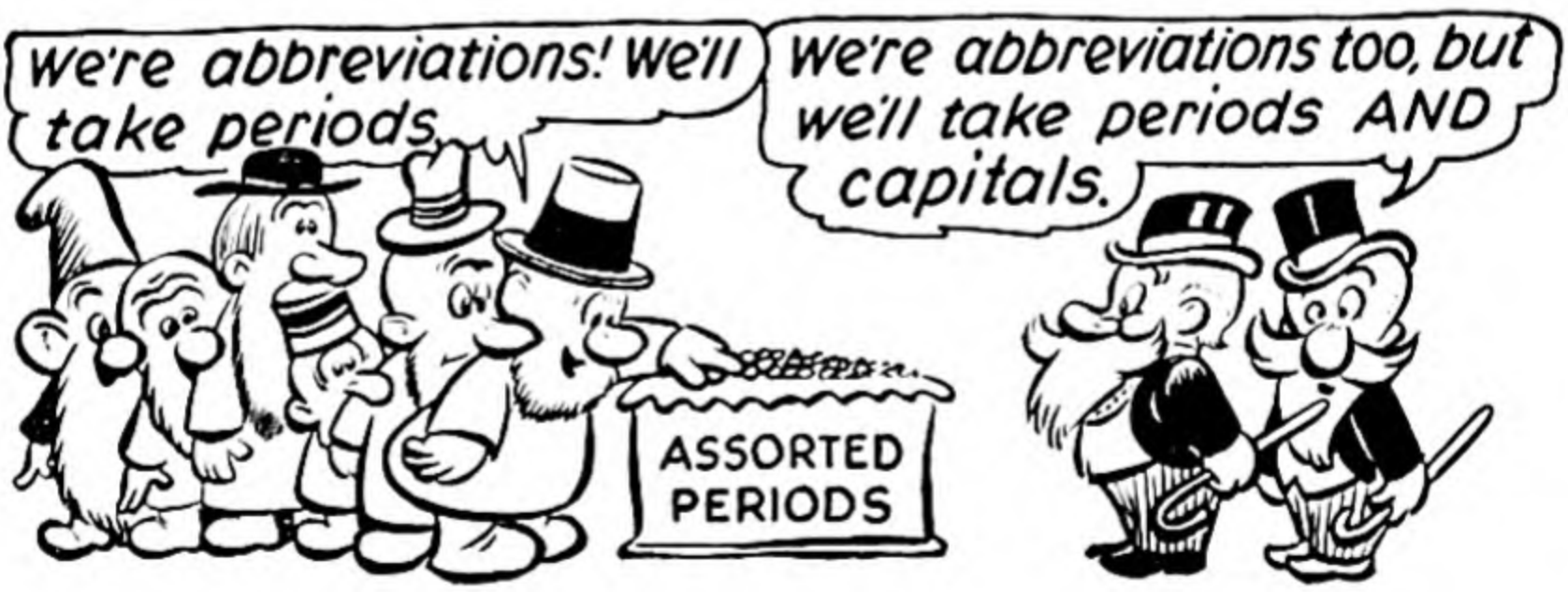
> When I left the px, I found my gf giving an MP the o.o. So I went A.W.O.L. p.d.q.

Abbreviations have their uses, but the sentence above looks like something out of a secret code, as if the writer were trying to hide his meaning rather than show it. Use abbreviations when you need to save space, as in reports or in addresses on letters. But ordinarily, in sentences, spell your words out unless there is a good reason for not doing so.

An abbreviation should begin with a capital letter if the word it stands for begins with one:

Sun. (Sunday)
Mon. (Monday)
Jan. (January)
Feb. (February)

Ark. (Arkansas)
Calif. (California)
Gen. (General)
Col. (Colonel)



Likewise, an abbreviation should begin with a small letter if the word it stands for begins with one:

yr. (year)
hr. (hour)
qt. (quart)

lb. (pound)
oz. (ounce)
no. (number)

Some abbreviations may be written with either capitals or small letters:

P.S. or p.s. (postscript)
P.O. or p.o. (post office)
C.O.D. or c.o.d. (collect on delivery)
A.M. or a.m. (ante meridiem—before noon)
P.M. or p.m. (post meridiem—afternoon)

If you will look back over the abbreviations in this step, you will notice they are all followed by periods—one period for every word represented. This is the usual practice. But today the names of many government agencies, Army and Navy terms, and scientific terms are being abbreviated without periods in order to save time and space. Here are some of them:

NLRB (National Labor Relations Board)
WPB (War Production Board)
OWI (Office of War Information)
FBI (Federal Bureau of Investigation)
APO (Army Post Office)
rpm (revolutions per minute)
hp (horsepower)
mph (miles per hour)
mm (millimeter)

Rule: Most abbreviations take periods. Most of them take capital letters if the words they stand for are capitalized.

In the following sentences punctuate the abbreviations correctly. Some should take periods and some should not. Some should take capital letters and some should not. Remember that some may be correct as written.

PRACTICE SENTENCES

A

(1) If M.P.H. equaled rpm we would have flown to the moon long since. (2) The address he saw was Dr A E White, 79 Elm st., East st Louis, ill. (3) The address had been given him

by his old friend the rev b v Daniels of 39 N Tortilla ave, Pomona, Calif, when he first learned that he was sick. (4) He looked again at the date of Rev Daniels' letter, Dec 4, 1942, and remembered the preacher's house on the corner of Wesley blvd and Chester St in East Middleton, s Dak. (5) He wondered if this A E White, m d, could fix up his cough all right, and wearily left the p o. (6) The biggest t.n.t. plant in the world opens every morning at 7 am and closes every night at 6 P.M. (7) A 37-MM anti-aircraft gun shoots away a ton of copper every 20 minutes of action. (8) When Admiral Nimitz flew to San Francisco, Calif, to get his dsm from admiral Ernest J King, Commander in Chief of the US Fleet, his plane was nearly wrecked. (9) What with the WPB and the o.w.i., the N.L.R.B. and the OPM, and the dozens of other government agencies, nobody knows what is what.

B

(1) Joe thought he was ok, but he soon found out that he was going to get a K O. (2) If you arrive on Jan 10, go straight to hq and report to the co. (3) Eddy had lived in East Orange, N J, all his life—until he joined the navy and saw the world. (4) As soon as you go awol, you run smack into an MP. (5) She was so dumb she thought pfc was somebody's initials. (6) The guy who goes to O.C.S. seldom gets kp.

C

(1) Miss Rivers married mr. Lake, and they had a couple of kids who were regular drips. (2) You tell that sob to get here pdq. (3) The ss Washington dodged two torpedoes but went aground on a reef. (4) She thought the raf was a kind of boat. (5) If you go to the po and the px, get my mail and bring me some cigarettes. (6) After we get Hitler's panzers down, we'll all come home to the usa.

REVIEW TEST

In the following sentences add all the punctuation and capitals that are needed and correct any faulty possessives or contractions.

WHAT THEY CALL BRAVERY

Form 1

having received a medal for bravery lt col dollard menard tried to tell just what it was that made him brave

according to the way ive figured it out he said as he lay in a hospital in london england there were four things that made up this so-called bravery of mine

these he said are the four things the first was optimism or perhaps just plain thoughtlessness the second was discipline the training you get in the army the third blind anger a desire for revenge and the fourth a deep-seated feeling of what-the-hell

on the dieppe raid menard was in command of a battalion of 600 who's job was to land on the dieppe beach help cut away barbed wire clean out snipers nests and pillboxes and pick up as many prisoners as they could

during the long dangerous trip across the english channel menards thoughts were with his men hed seen snapshots of theyre wives kids mothers girls and he knew the men pretty well naturally he wondered how many of them would be coming back he felt a little bit like a character in the movie called in which we serve or the novel to thine own self be true

he started praying in a general sort of way o god please let as many of us as possible come back from this

you see he knew and every man knew that a lot of them wouldnt get back but not a single man of course thought he himself was going to get it

that went on menard is why I say its a sort of optimism that makes up the first element of whats called bravery

then he said the second element was like this when they got within sight of dieppe at about 5 30 a m they knew they were going to get hell all along the line as they moved in the sounds began to merge into one continuous roar the german fire and there was plenty of it was getting the range of theyre boat

the boat landed menard jumped out and hadnt taken three steps when a bullet hit him damn it to hell he heard himself say

as one of his men rushed up he yelled go on fellows im all right youre job isnt done dont mind me go ahead

he reached for his first-aid kit which was strapped to his side just over his left hip how the hell can I bandage my shoulder with my left hand he asked himself

all this time he was standing on a flat stretch of beach that was being raked by artillery fire rifles machine guns and mortars it was then that discipline and training came into the picture instead of digging a hole in the sand crawling into it and staying there he called his men together for an attack ok boys he shouted everybody ready lets go.

Form 2

about a minute after the second bullet got me went on menard there was pain with this one because it tore away flesh in my cheek its funny the way you always try to feel the spot where your hit

crouching as low as he could menard kept moving they had covered about 25 yards when one of his men crumpled up in the sand in front of him he was a major one of menards closest friends they had been together in the following places calcutta india hong kong china and singapore the majors face was grayish and he was sucking hard for breath menard gave him a morphine tablet which he was carrying with him and wondered what else he could do feel better tom he asked nonsensically and then he exclaimed ok take it easy then god damn the

menard continued up to this point Id been more or less brave because of discipline and training

but now with his friend lying there he said he became so blind angry that it seemed to push everything else out of his head all he wanted to do was kill he wanted to get even he felt as mechanical as the monster in the novel frankenstein.

it was his rage in fact which pulled him along to the pillbox which he found his men had cleaned out nicely with grenades and hand incendiaries within the hour they got the beach the battlefield fairly well under control but there were plenty of snipers still around who's aim was still good one of them got him again before it had been in his shoulder but this time in his right leg soon another got him just above the right ankle and kicked his leg out from under him and he went down cursed those german snipers aim and soon passed out

later when he came to on a boat focke-wulfs were trying to machine-gun them and the boats anti-aircraft batteries were making a hell of a racket about four feet from his head looking

around he saw that he was lying on cases of ammunition he knew that one bullet would blow the whole works sky high but by that time he didnt give a damn

what the hell he said to himself if they havent got me by this time their never going to get me

and that continued lt col menard is the fourth element of what is called bravery

on the boats deck he lay and watched our spitfires drive the nazis away as though he were watching a movie soon a royal navy man came along and gave him a swig of rum out of a tin cup a couple of minutes later he came running back pardon me sir just a minute he gasped have you got a stomach wound

I shook my head and he looked greatly relieved thats good sir he sighed because if you did have I shouldn't have given you that rum

that struck me as the funniest thing Id ever heard said menard I began laughing and the only thing that stopped me was the pain that was burning searing up my right side you see now it was over I knew Id been through it and I felt pretty damned good about it

SECTION II

Spelling and the Use of the Dictionary

Pre-Test

Before you begin studying this section on Spelling, you should take the following Pre-Test so that you can tell how good your spelling is. The test consists of 100 words which are frequently misspelled. In each group of four words one or more may be spelled correctly. Put a check mark after the words which are right, and rewrite correctly those which are wrong.

When you have done the whole list, check your answers with the Key beginning on page 216. If you get fewer than 75 of the words correct, you need to study the Spelling section thoroughly. If you get over 90 of the words correct, you can use this section as a quick review. Any score below 90 shows that you need to improve your spelling considerably.

1. *a.* money .....
   b. factry .....
   c. allready .....
   d. believe .....
2. *a.* climate .....
   b. Wensday .....
   c. vissit .....
   d. shurely .....
3. *a.* supprise .....
   b. lissen .....
   c. measels .....
   d. machine .....

4. *a.* amoung
   b. February
   c. minite
   d. rifel

5. *a.* goverment
   b. lonely
   c. column
   d. burried

6. *a.* aviater
   b. material
   c. modren
   d. safely

7. *a.* axcident
   b. buildings
   c. probaly
   d. ninteen

8. *a.* mischief
   b. possable
   c. millitary
   d. imagine

9. *a.* begining
   b. distence
   c. excelent
   d. selabrate

10. *a.* gaurd . . . . . .
    b. science . . . . . .
    c. opperate . . . . . .
    d. sucessful . . . . . .

11. *a.* consert . . . . . .
    b. appitite . . . . . .
    c. prefered . . . . . .
    d. reglarly . . . . . .

12. *a.* occasional . . . . . .
    b. visable . . . . . .
    c. familar . . . . . .
    d. companys . . . . . .

13. *a.* interfear . . . . . .
    b. satasfactory . . . . . .
    c. sientific . . . . . .
    d. questionnaire . . . . . .

14. *a.* comparativly . . . . . .
    b. exersise . . . . . .
    c. actualy . . . . . .
    d. greatful . . . . . .

15. *a.* temperary . . . . . .
    b. insurence . . . . . .
    c. suitable . . . . . .
    d. seperately . . . . . .

16. *a.* tremendous
    b. pecularly
    c. sensable
    d. wholely

17. *a.* percieve
    b. predjudice
    c. personal
    d. steadily

18. *a.* wherebouts
    b. marvelous
    c. respectivly
    d. evadent

19. *a.* batallion
    b. conseal
    c. camouflage
    d. disipline

20. *a.* insignea
    b. amunition
    c. facsist
    d. tracter

21. *a.* plattoon
    b. saboteur
    c. manuever
    d. medium

22. *a.* intersepted . . . . . .
    b. civilian . . . . . .
    c. corteous . . . . . .
    d. baracks . . . . . .

23. *a.* exsecuting . . . . . .
    b. alergy . . . . . .
    c. maintenance . . . . . .
    d. hospitalazation . . . . . .

24. *a.* quaranteen . . . . . .
    b. obsticle . . . . . .
    c. squadroon . . . . . .
    d. revielle . . . . . .

25. *a.* patroll . . . . . .
    b. yoeman . . . . . .
    c. motorized . . . . . .
    d. mossquitoe . . . . . .

How to Learn Spelling

There is no connection between spelling and intelligence. Some very intelligent people do not always spell correctly. But poor spelling does show carelessness. It lets a fellow in for a lot of laughs—and the laughs are always on him. When you write for a job, when you write your girl, when you write anything at all which your superiors or your equals will see, you want to make as good an impression as you can. It's pretty hard to make that impression if you can't spell correctly. Even as much as one misspelled word to a page looks pretty bad.

If you are in the habit of looking at words and thinking about them a little bit, spelling should not be very hard for you. Probably you already know a good deal about it. But even if you do, there is a good deal more that you can learn. The Pre-Test which you have just taken will help you decide that for yourself. Unlike grammar and punctuation, spelling often does not follow rules. Many words simply have to be learned. Learning them takes time and effort, but it is time and effort well spent.

There are four main reasons why some people spell poorly.

1. Many people do not clearly see words in their minds. Suppose you were trying to spell the word *slaughter*. Could you close your eyes and see the word in your mind's eye? Stop reading for a moment and see if you can. Now try the same thing with a couple of other words you usually have trouble with.

2. Some people always try to spell words the way they sound. Try that on words like *slaughter* and *laughter* and you get something like *slawter* and *laffter*. Of course, many words are spelled as they sound—*hand*, *pet*, *slap*, for instance. The catch is that you have to know. It isn't safe to guess.

3. Some words are often mispronounced. If you say *probly* for *probably*, *hunderd* for *hundred*, *preform* for *perform*, or *incidently* for *incidentally*, the chances are that you will spell these words incorrectly. To some extent correct pronunciation and correct spelling go together.

4. Some words look or sound like others which have different meanings. Such pairs are often confused: *desert* and *dessert*, *decent* and *descent*, *angel* and *angle*, *breath* and *breathe*, *chose* and *choose*.

If you think about your own spelling habits a bit, you can soon tell whether you yourself have any of these four common faults.

The following pages on spelling are divided into eleven Steps, each in three parts. Part A is a test exercise, a short story or article with a definite number of misspelled words for you to correct. The misspellings were not, of course, made by the original authors but were put in by the editors of this book in order to give you practice. Part B is a hint on how to use the dictionary or a rule to help your spelling. Part C is a list of words from which the test words in Part A were taken.

If you can do it, the best way to study the lists in Part C is to get a friend to help you. After you have studied a list, have your friend read the words to you. Then spell them back to him, or, if you prefer, write them down. Your friend can check the words you miss and give them to you again until you have them.

These lists were not made up by chance. They are based on the researches of a number of men and women working under Professor Ernest Horn of the State University of Iowa. These people spent years finding out exactly what words people usually misspell. Most of the words in the following pages are taken from Professor Horn's lists. We have added, especially in Steps 10 and 11, a number of military and naval words, which you should be able to spell correctly.

Since the Steps get harder as they go along, begin with Step 1 and work straight through. Study the three parts of each Step in A, B, C order. Finally, work out the Review Test at the end of the section on Spelling. If you do the Steps and the Test thoroughly, you will have learned about 1500 of the most commonly misspelled words in English.

STEP 1

Part A

Directions: In the following story there are twenty misspelled words. Read the story through carefully first and underline each wrongly spelled word. Then in the spaces provided below rewrite these words correctly.

When you have finished, check your work with the Key beginning on page 217. The Key gives only words that were wrong in the story. So if any of the words you have changed are not in the Key, they are right as they are printed.

Finish Part A before you begin Part B or C. Keep track of any words you did not get right in Part A so that you can study them when you come to Part C.

THE HOME FRONT

A freind of mine had been going to a first aid class. Every littel wile she wood come up here to tell me what she thought about it, but each time was no better than the one befor.

After the second or thrid time she sed, "Now I don't think I'll ever go back. I cann't see why I went before, becase it's a shure thing I'm geting no good form it."

Meny other people in the class were not sory to hear that she would not be seen there agen, for they were not hapy when she would laugh and make light of the class.

But the next night she went back with more hope. She wanted the class to no that first aid was fine and that everyone ought to take it.

She said, "Toonight I was sitting at home. Soon I heard a great crash. Two cars had come along and turned over right in front of our house, and four people were lying in the street. One lady had a deep cut in her arm, and two childern had there legs broken. But thank goodness what I had learned came back to me. So I bent over and put my head down close to my knees—and I didn't faint."

....

....

. . . .

A syllable must have a vowel or a vowel sound in it. Such words as *through*, *laugh*, *friend*, *mouth* are rather long, but they have only one syllable because there is only one clear vowel sound in each. A syllable is made up of a vowel or a vowel sound and usually one or more consonants.

You may know that the vowels are **a, e, i, o, u,** and sometimes **w** and **y**. All other letters are consonants. The letter **y** is a vowel when it has the sound of **i,** as in these words: *flyer, easy, Python, kindly.*

The letters **w** and **y** are vowels when they follow vowels in the same syllables, as in these words: *lay, drown, joy, how, alley, follow.* They are not vowels in such words as these: *year, we, forward, yell.*

Sometimes two vowels together make a single sound, as in *laun-dry, boil-ing, loud-ness, de-ceit, bal-loon.* If two vowels come together but are sounded separately, they belong in separate syllables, as in *sci-ence, co-operate, u-su-al.*

Double consonants usually separate into two syllables, as in *bal-loon, at-tack, dol-lar, oc-cu-py.*

EXERCISE

Copy these words, dividing them into syllables:

athletics ..... weather .....
rabbit ..... theater .....
number ..... communicate .....
film ..... thought .....
chocolate ..... modern .....
thousand ..... temperature .....
corporation ..... ration .....
oppose ..... poison .....
lightning ..... regular .....
rearrange ..... faithful .....

Now check your answers with those in the Key.

Sometimes in writing you may need to break a word at the end of a line. This should be done between syllables only. Use a **hyphen** (-) to show that the word is continued on the next line. Put the hyphen at the end of the line on which you begin the word, never at the beginning of the line on which you finish the word.

Words of one syllable should not be divided. Write *which*, not *whi-ch; slipped*, not *slip-ped; through*, not *thro-ugh*. A single letter should never be separated from the rest of the word even though the letter forms a syllable by itself, so at the end of a line you would divide these words as follows: *abol-ish*, not *a-bolish; enor-mous*, not *e-normous*. Usually a final syllable having only two letters is not written on a new line. It is better to divide *beauti-fully* than *beautiful-ly*.

Knowing syllables helps you spell and helps you divide words correctly at the ends of lines.

Part C

The following list of words contains all the test words in Part A of this Step and some others of the same degree of difficulty. Those with stars appeared in Part A. You should study all the words, paying special attention to the words you missed in Part A.

There is no exercise for this list, but the Review Test on pages 145–148 includes words from it and will show you how much you have learned.

Now just a word about how to study spelling:

1. Look carefully at the word you are studying and pronounce it to yourself several times, saying the syllables distinctly.
2. Close your eyes and spell the word, trying to see it in your mind's eye.

3. Then look at the word again to see if you have spelled it correctly. If you have not, do 1 and 2 again.

4. If you have spelled the word correctly, write it at least twice to fix it in your memory.

After you have studied the whole list in this manner, try to get a friend to read the words to you and check you as you spell them back to him. Get him to mark the words you miss and to give you extra practice on them.

LIST 1

*about	*every	love	*thank
*after	*faint	lying	*their
*again	*fine	*many	*them
*along	*first	*more	*there
*and	*for	*next	*they
*any	*friend	*of	*things
*because	*front	off	*think
*been	*getting	*other	*third
*before	*going	*ought	*thought
*better	*goodness	pair	*time
birthday	guess	*people	*to
broken	*happy	presents	*tonight
by	*hear	read	too
*can't	*here	*right	*two
*children	*hope	*said	*wanted
close	*I'll	*second	when
coming	*I'm	*seen	*while
cousin	*it's	*sitting	*who
crash	*know	some	*with
*dear	*laugh	*soon	wood
*didn't	letter	*sorry	*would
does	*light	*sure	writing
*don't	like	*take	wrote
*down	*little	*than	yours

STEP 2

Part A

Directions: In the following article there are twenty words misspelled. These words are a little harder than those in Step 1. Underline those that are wrong and write them correctly in the spaces provided on page 98. Be sure to check your work with the Key.

Follow the directions given in Step 1. Remember that if you look at Part C before you finish Part A, you cannot get an accurate check on how many words you know.

NEW HOMES FOR OLD

When your home of tomorow looks old and you're fealing that it's half reddy to fall to peices, that doesn't mean you have to sell it and move away. You may turn it in at once for a hole new one which is the anser to everything anybody ever suposed could be brot into a house whether in the east, north, west, or south. In short, after seeing one of these you surly won't be able to enjoy another Sunday in the awful old home. Outside and inside will be different. The furniture will be bilt in. You will not beleive how light it is. Nothing will be heavy.

Every county will have men runing around and asking for your spring trade. You will only need to visit them some Saturday afternoon or evening when you are not bussy, pick out something you want, and leave your adress. Anything can be bought for only a little money down—about a thousand dollers.

As soon as the next Wensday you will see workmen moveing down the street. They will meet you in front of your house, which untill the present time has passed as a very pretty one. You will say good-by to it now, for it will come down and the new one will be set up in its place.

"Used" or older homes may each go back to the factory for overhaul, and soon, clean and painted a new collar, will be for sale at secondhand.

Also everybody will learn what he never knew before, that if they havn't a need for a whole new house, parts may be bought at a small cost. This couldn't be done yesterday, but already the house of tomorrow waits.

. . . .

EXERCISE 1

For practice, number the following words in alphabetical order. Put 1 before the word which should come first, 2 before the word which should come second, and so on. Then check your answers with the Key.

....abbreviate	....attack	....agenda
....admit	....advantage	....appearance
....admission	....affair	....accept
....apology	....agent	....appeared

If you can *arrange* words in a list, you can usually *find* words in a list. The first two or three letters of a word are the most important. Generally, if you can successfully get that far in arranging the letters, you will be pretty close to the word when you look for it on a page in a dictionary. A little scanning of the column will usually find the word for you.

Sometimes, though, the beginning of a word will not be spelled as it sounds, and that may cause you trouble. A person who did not know how to spell *knee*, for instance, might look under the *n*'s until he was blue in the face and still not find anything. You should at least know the various possibilities, so that if one doesn't work, you can try the others. Here are a few helps showing how sounds may be spelled:

a—ale, ail
f—fancy, philosophy
g—girl, ghoul
j—jigger, gypsy
k—keep, comedy, character, quick
n—new, gnat, knife, pneumonia
r—runt, wrist, rhubarb
s—silent, science, cigar, sympathy, psychology
t—torpid, Ptolemy
u—unit, Europe
z—zebra, xenon

EXERCISE 2

On the next page is a list of words spelled about as they sound. Some of the words are actually spelled as we have given them, but most of them have a trick spelling at or near the beginning. After

SRINAGAR

each word write the various ways in which you would look it up. Put the most likely spelling first. Here is an example:

numonia—*newmonia* *pneumonia*

1. tomane . . . . . .
2. tonsilitis . . . . . .
3. fisicks . . . . . .
4. fraction . . . . . .
5. sycopathic . . . . . .
6. sitation . . . . . .
7. situation . . . . . .
8. numatic . . . . . .
9. numerology . . . . . .
10. zeel . . . . . .
11. aleron . . . . . .
12. jimnasium . . . . . .
13. reckage . . . . . .
14. reconesance . . . . . .
15. flem . . . . . .
16. kwintessence . . . . . .
17. zilofone . . . . . .
18. ressel . . . . . .
19. rangle . . . . . .
20. gost . . . . . .

Now check your answers with the Key.

Once you get as far as the first three or four letters of a word, you can easily find the word in a dictionary.

Part C

Starred words in the following list are test words used in Part A of this Step. Study all the following words, especially those you missed in Part A.

LIST 2

add
*address
alone
*already
*also
*another
*answer
*anybody
*anything
anyway
arithmetic
*around
asked
ate
*awful
*believe
*bought
*brought
*built
*busy
*cannot
chicken
church
*clean
*color
*comes
*couldn't
*county
doctor
*dollar
dull
*each
*east
eat
*enjoy
*evening
*everybody
*everything
factory
feel
*feeling
flour
flower
fourth
Friday
full
*furniture
*good-by
*haven't
heard
hello
isn't
*its
*learn
*looks
lovingly
*mean
meat
*meet
merry
Monday
*money
mouth
*move
*moving
*near
*need
*never
niece
*north
nose
*nothing
oh
*older
*once
pare
*passed
pear
*piece
played
*present
*pretty
quit
roll
*running
*Saturday
seat
*seeing
shoe
*short
*something
*south
spelling
stayed
*street
sum
*Sunday
*suppose
*surely
sweet
tail
teacher's
than
that's
*these
*thousand
Thursday
tiny
*tomorrow
track
Tuesday
unless
*until
upon
*visit
*wait
wear
weather
Wednesday
whether
*whole
whose
won
*won't
worse
written
*yesterday
*you're

STEP 3

Part A

Directions: In the following passage there are twenty-five words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

JOHN C. GARAND

The Garand rifle can shoot over a hunderd rounds a minite. Among the fighting nations of the world there's no other rifle which gives such a wonderfull mesure of service. As everyone who knows the rifle would expect, it has recieved great praise from General MacArthur. As it hapens, the Garand is realy named for John C. Garand, though it is more offen called the M1.

Garand, aged about fifty-five, is living today, and is rather surprised when he is looked upon as a great man and even the greatest man in his feild. It seems a misstake, but, as a matter of fact, in the War Department today he receives only $6000 a year, which is less than a private arms company would pay him. But to him this is a fair price, since it is plennty for his needs. Anyhow, to him it is a high honer to be giving the rifle to his country insted of taking pay for it.

He began at the bottem and hasn't filled his life with wishes for luck and a break. He started work in a machene shop at the early age of fourteen. Even when he was young it wasn't his habbit to waste time. Hardly would he finish his ussual job each day when he would hurry away to a gun club near which his familly was living. He remembers how he and a nabor boy spent hours putting to use the guns which they were keeping for club members between shoots. They were proud of the way they carried and could handel these guns. Either of them could shoot a penney from between the other's fingers at 20 feet.

Besides shooting, Garand enjoys a few other sports. Everything he does is done in a way that is alltogether his own. About twenty years ago he thought maybe ice-skating would be good for his health, so he took lessens in fancy skating in New York. But he wanted to practice at home and the ice on the outside rinks wasn't smooth

enough. So he set aside a 12-foot square in his living room and flooded it with water. He found that by cutting a hole of fair size in the chimney the air blew through, and when he opened the windows the water froze on the floor. Through the mounths of December, January, Febuary, and March he skated with no worry about rough ice.

. . . .

The marks (′ ′ or ′ ″) show where the accent comes in a word of two or more syllables. Accent means the weight you give to a syllable when you pronounce a word. In the words *pri′vate*, *bar′racks*, and *mo′tor* the accent comes on the first syllable. In the words *garage′*, *canteen′*, and *attack′*, the accent comes on the second syllable. In a word of three or more syllables, the accent may fall on any syllable: *of′fi·cer; per·am′bu·la′tor, em′bar·ka′tion, u′til·i·za′tion.* But in a long word, the accent seldom falls on the last syllable. Words like *li′ai′son′* and *per·am′bu·la′tor* have two kinds of accent, a heavy one and one or more lighter ones. Thus, in *liaison*, the heavy accent, as shown by the blacker mark, comes on the last syllable, and the first and second syllables get lighter accents. In *perambulator*, the heavy accent is on the second syllable, the light one on the fourth.

EXERCISE

Mark the main accent in each of these words. Then check with the Key.

laughter	grenade . . . . .
pistol	observation . . . . .
marine	intercept . . . . .
insignia	indicator . . . . .

The dictionary also tells you how to pronounce the sounds in a word. Each word is given a second time, in parentheses, spelled the way it sounds: *lē′ā′zôn′*. The marks over the letters (called **diacritical marks**) are explained in a table either at the front of the dictionary or at the bottom of each page. Here is one such table:

āle, chȃotic, câre, ădd, ȧccount, ärm, ȧsk, sofȧ, ēve, hēre, ẻvent, ĕnd, silĕnt, makĕr; īce, ĭll, charĭty; ōld, ŏbey, ôrb, ọdd, sôft, connect; fo͞od, fo͝ot; out, oil; cūbe, ŭnite, ûrn, ŭp, circŭs, menü

Notice that in *liaison* the first vowel sound is marked ē, to be pronounced like the *e* in *eve*. The second vowel sound is marked ā, to be pronounced like the *a* in *ale*, and so on. This table will always help you with any word you cannot figure out for yourself.

Part C

LIST 3

*against
*ago
*altogether
*among
*anyhow
aren't
*aside
*began
behind
*besides
*between
*blow
board
*bottom
*break
*carried
cellar
*chimney
clear
*club
collar
*company
cough
*country
*December
*does
*doesn't
*done
*driving
*early
*either
*enough
*even
*everyone
*expect
*facts
*fair
*family
*February
*few
*field
*fighting
*filled
*fingers
*finish
forgotten
*froze
*Garand
*gives
*giving
*great
*greatest
*habit
*half
*handle
*happen
*hardly
*hasn't
*health
*high
*hole
*honor
hospital
*hour
*hundred
*hurry
*instead
*January
June
*keeping
*knew
*less
*lesson
listen
*living
*luck
*machine
maid
March
matter
*maybe
measles
*measure
*minute
*mistake
*months
mountains
*named
*neighbor
November
*often
one's
*opened
*outside
package
*penny
*plenty
pocketbook
potatoes
*practice
president
*price
*proud
*putting
*rather
*ready
really
*receive
*remember
*rifle
*rough
*seem
September
*shoot
*size
sleepy
*smooth
socks
*spent
*started
*surprise
sweater
*taking
*there's
*though
throat
*through
twice
*using
*usual
*wasn't
*waste
whether
*which
*wishes
*wonderful
*world
*worry
wrist
*young

STEP 4

Part A

Directions: In the following passage there are twenty words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

LOOK OUT BELOW!

People have been talking a great deal about parachuting lately and will continue to do so for a while. Folks who have looked upon this wonder as new to the twentyeth century are wrong. Perhaps the average person hasn't known it, but some daredevils have been practicing this art since the middle of the eightenth century. Some brave ones were luckey enough to reach earth safley.

One of the first known jumps, but one which we no longer hear or speak much of, was that of a Frenchman who went up in a balloon. Usually everything was all right, but this time something was at falt, for the bag exploded. When it brushed the rope network, the edge of it caught there, seemed to be joined to it, and formed a surface large enough to slow the plunge. Exsept for this, the Frenchman wouldn't have landed without being hurt. With a view that could only be discribed as foreward looking, he rebuilt his balloon so that it would deflate into chute-like form and not hang lose, and found that he could repeat his act.

Other countries were not sleeping but were sincerly building up hopes along the same line. Robert Cocking, an English artist, but no enginer, came forth with something different. He spent a lonely twelve or thirteen years in the study of air-pressure and winds. In 1837, after an extra examination of his balloon, he was ready to keep his promise to clime into his chute for his first fligt. His chute, a 200-pound affair with a small basket, was fastened to the biger basket of a hot-air balloon. At 5000 feet, far away from all noise and chears from the mass of people, Cocking cut the ropes and drifted down to within 500 feet of the ground. Then the chute, as if tired, seemed to draw together, and Cocking rode to his death.

In October, 1912, Arthur Lapham made a quick jump from his

plane because of wind and a storm. As he went over the side the chute rope tangled, and instead of being free, Lapham was cought. However, the chute opened a few feet from the ground and broke his fall. The crowds found him unhurt but burried to his neck in the deep soft mud of a creak.

Lapham's chute had two things which all modern chutes have—the free pack and the rip cord. These did not come into their own, however, until after the last war. The war began without a single parachute that was usful to soldjers. It ended with pilots using chutes which often left the aviator dangling helplessly from his crashing ship.

. . . .

Knowing about roots, prefixes, and suffixes helps you understand the meanings of words and it also helps you spell them. Look at the word *transportation*. The root is the Latin word *port*, which means "to carry." The prefix *trans* means "across," and the suffix *tion* means the "act of," so the word means *the act of carrying across*.

Some Words Have Common Roots.

Here are some other words with the same root but with different prefixes and suffixes. Notice how much easier the spelling becomes when you can recognize the parts of the words, and how much easier it is to understand new words.

reporter	exportable	deportment
importing	supporters	portage
deportation	disport	portable

Find the root in the following words and make a guess at what it means:

product	reducing	conductor
introduce	abduction	inducement

The root is *duc*, meaning "lead," but notice the different prefixes and suffixes and their effect on the meaning.

Besides telling how to spell a word and how to pronounce it, most dictionaries tell what language the word came from and give the root word and the prefix if there is one.

If you look up the word *suppose* in the dictionary, after the simplified spelling you find this: (OF. *supposer*, *suposer*, fr L. *sub* under & OF. *poser* to place.) This means that the English root *pos* comes from the Old French word *poser*, to place, and the prefix *sub*, under, came from Latin.

EXERCISE 1

Underline the root in each of the following words, and in the space provided write what you think is the meaning of the root. When you have finished, check your answers with the Key.

1. thermometer, speedometer, altimeter, metrical .....
2. suppose, imposition, transposed, repository .....
3. rupture, bankrupt, abrupt, interruptive .....
4. biography, phonograph, graphic, monograph .....
5. reverse, inversion, convertible, averted, perversive .....

EXERCISE 2

List three words that begin with each of the following prefixes. Then check your answers with the Key. If your answers are not the same as those in the Key, don't worry about it, but try to be sure that the words you have written are correct ones.

a. ad (to, toward) (1) ..... (2) ..... (3) .....

b. ab, a, or abs (from, off) (1) ..... (2) ..... (3) .....

c. anti (against) (1) ..... (2) ..... (3) .....

d. ex (away from, out of) (1) ..... (2) ..... (3) .....

e. in (in, into) (1) ..... (2) ..... (3) .....

f. inter (among, between) (1) ..... (2) ..... (3) .....

g. per (through) (1) ..... (2) ..... (3) .....

h. sub (under) (1) ..... (2) ..... (3) .....

EXERCISE 3

List three words having each of these suffixes. Check your answers.

a. able (worthy of, fit for) (1) ..... (2) ..... (3) .....

b. less (not having, without) (1) ..... (2) ..... (3) .....

c. tion (act, process, or result of) (1) ..... (2) ..... (3) .....

d. ful (full of or producing) (1) ..... (2) ..... (3) .....

e. ize (to make) (1) ..... (2) ..... (3) .....

VT. GIRLS COL

Part C

LIST 4

above
alike
*all right
animal
April
August
*average
*aviator
awhile
*balloon
*begin
*bigger
borrow
*brave
bridge
*brush
*buried
cash
*caught
*century
*cheer
*chute
clear
*climb
clothes
column
comb
composition
*continue
*creek
crowded
*dead
*deep
*describe
*different
division
*draw
drove
*earth
*edge
*eighteen
*engineer
*English
etc.
*examination
*except
*exploded
*extra
*fault
fever
fifteen
*flight
*folks
*forth
forty
*forward
*free
freeze
government
hadn't
*hasn't
*hopes
ice cream
ill
intend
*join
July
knee
*lately
laying
load
lodge
*lonely
*longer
*looked
*loose
*lucky
mail
married
*mass
May
meetings
mixed
*modern
movies
muddy
*noise
ocean
*October
*ones
ourselves
*parachuting
parks
*past
people
picnic
plate
*pounds
*practicing
pray
*promise
quick
*reach
*repeat
reply
*rode
rubber
*safely
salary
sheep
*sincerely
*sleeping
slept
*slow
smaller
*soldiers
sometimes
*speak
stationery
*storm
*surface
*talking
telling
*thirteen
throw
*tired
*together
*twelve
*twentieth
underwear
*useful
*usually
*view
*we're
*within
*without
*wonder
*wouldn't
write
*wrong

STEP 5

Part A

Directions: In the following passage there are thirty words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

THE MISSIONARY AND THE GANGSTER

On his return to America after visiting a South Sea iland, a missionary who had been absent sevral years and somewhere on his route had got a native servant, was awfully supprised at the gang battle going on in his home city, Detroit, which he had supposed was quite and settled. Soon the missionary had become interested in trying to prevent mischeif in the gang crowd. Moki, the servant, could not immagine what it all meant. But finally an axcident happened which he understood. Someone who belonged to a gang slipped through an opening in the trimed hedge grown thick around the missionary's house, and shot the old man while he was dinning. By chance, at that moment, the faithful Moki was enjoying the fresh air and getting his excercise bent double in a tree. From that covering he was watching. Without a sound he dropped after he had let the figure excape toward the empty street. Soon afterwards Moki made a careful serch, folowing his man wonderfully well, and studying to choose the best time. One night the gang's busness took them among some buildings in a lonely part of town. As usual, to prevent truble, one gangster remained on guard while the rest of the outfit went inside. Of course, Moki was certain of his man. Leaving his place agenst a garage, he held his breath, slipped nearer, and struck, cutting the head off with a single swing of a keen and terrable blade. Quit soon, the exited gangsters missed their pal, and although they found him, they did not find his head anywhere.

Hoping to give plesure to his master, Moki spared niether pains nor material in curing the head. The missionary, who indeed never guessed that the head belonged to the man who had just missed killing him, pertended to be as thankful as possible. He gathered that Moki had brought the altogether useless but unusal thing from his island

home. It was dark, thin, spare, and smooth, and had little weight. He gave it to a museum.

One forenoon, an anxious gangster was espesialy willing to go into the museum (not his reglar practice) to avoid a shower. He was heavy of shoulder, and built quite square, waring clothes of a loud pattern. There was nothing plain about him. He followed the nearest sign, and soon was studying his pal's head with keen interest. Then he wiped his face with a hankercheif, said he had a headache, turned and went straight out.

Soon other gangsters came to see the head—a sixth, a seventh, a ninth, a twelvth. At last one of them asked where it came from, and was told. After that the gangs wouldn't touch the missionary. Rough as they were, they had been tought that it was easier to loose their pal than their health.

. . . .

Part B

MEANINGS OF WORDS

Many words mean a number of different things. *Drill* may mean what you do on the parade ground, what a dentist grinds your teeth with, or what one gangster does to another. Therefore when you look in a dictionary to find out what a word means, don't stop with the first definition you see, but read on until you find the one that fits.

Suppose you come across this sentence, which contains a common word in a less common meaning:

Someone tried to *rifle* Joe's foot locker while he was on leave.

You know that a *rifle* is a gun. You also know that that meaning does not make sense here. So you go to a dictionary and find an entry something like this:

> **ri'fle** *v.t.* 1. To groove the inside of a gun barrel with winding channels. 2. To ransack, pillage. To steal and carry away. — *n.* 1. A rifled firearm, especially one fired from the shoulder.

You see that this entry gives three different meanings. Always read the whole entry and decide which meaning is the one you want. In the sentence above, *rifle* clearly has meaning 2, "to ransack, pillage."

Another thing that will help you pick the right meaning is the abbreviations which come before some of the meanings. Before *rifle*,

meaning 1, are the letters *v.t.*, which means *verb transitive* (that is, a verb that takes an object); *n.* means *noun*. You know that *rifle* in the sentence above is a verb, not a noun. So meaning *n.* 1 is out, and you will want either *v.t.* 1 or *v.t.* 2.

EXERCISE

From the dictionary entries on page 115 pick the right meaning for the italicized words in the following sentences; write the meaning and its number in the space after the sentence. The first one has been done for you. When you have finished, check your answers with the Key.

1. He was *charged* with murder. *v.t.* 3—to accuse . . . . . .

2. *Revolutions* are always bloody. . . . . .

. . . . . .

. . . . . .

3. Four hundred *revolutions* a minute is not fast for a good engine.

. . . . . .

. . . . . .

4. The Rough Riders *charged* the Spanish at San Juan Hill. . . . . .

. . . . . .

5. The ambassador *charged* that the Germans had murdered thousands of Poles. . . . . .

. . . . . .

6. His wife *charged* twice as many clothes as Perkins could pay for.

. . . . . .

. . . . . .

7. The second *charge* of dynamite failed to go off. . . . . .

. . . . . .

. . . . . .

charge (chärj), *v.t.* 1. To lay or put a load in. 2. To place a charge, as of powder, fuel, or gas. 3. To accuse, as to *charge* a prisoner with murder. 4. To place to one's account as a debt; to record as owing. 5. To make a charge or attack. — *n.* 1. A load, burden. 2. The quantity, as of powder, electricity, which an apparatus can hold at one time.

rev′o·lu′tion (rĕv′ŏ·lū′shŭn), *n.* 1. Motion of a figure about a center or axis. 2. Completion of a recurring series of events, a cycle. 3. Overthrowing of one government and adopting of another by the people of a country.

Part C

LIST 5

*absent
*accident
*afterwards
*against
*although
*altogether
A.M.
*America
*ankle
answers
anxious
anywhere
*awfully
*battle
*become
*belong
borrow
*breath
*buildings
*built
*business
*calf
*careful
cash
*certain
*chance
*choose
column
composition
*course
*covering
*creek
*crowd
crowded
*cutting
*dangerous
daughter
difference
*dining
disease
division
*double
*dropped
*easier
eighth
*empty
*enclose
*enjoying
envelope
*escape
*especially
etc.
*excited
*exercise
*faithful
fare
*figure
*finally
*following
*forenoon
forever
freedom
*fresh
ft.
*gang
*garage
gasoline
*gather
*grown
*guessed
*handkerchief
*headache
heavy
*hoping
hungry
*imagine
*indeed
*inside
*interest
*island
I've
*keen
*lately
lb.
led
*lose
maps
marry
*material
*meant
*mischief
*missed
*missionary
*moment
nature
*nearer

GOVT. GIRLS SRINAG ACC. NO.....

LIST 5 *continued*

*nearest
*neither
*nineteen
*ninth
none
*nor
O.K.
*opening
*ordered
ourselves
*outfit
*pain
*pattern
*period
permission
*plain
planning
*pleasure
*possible
*practice
*pretend
*prevent
principal
*probably
*queer
*quiet
*quite
*regular
*remain
reply
*reports
*return
rough
*route
*safely
scribbling
*search
*secret
*settled
*seventh
*several
shake
shopping
*shoulder
*shower
*sign
*single
*sixth
*slipped
*smooth
*someone
*somewhere
*sound
*spare
*square
stomach
*straight
*strange
*struck
*studying
*supposed
*surprised
*swing
*taught
*terrible
*thankful
*thick
*thin
*thousand
*touch
*toward
treat
*trimmed
*trouble
*turned
*twelfth
*understood
*unusual
upstairs
*useless
*visiting
*watching
*wearing
weekly
*weight
*willing
women
*wonderfully

STEP 6

Part A

Directions: In the following passage there are twenty words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

THE MAGIC TUBE

It is doubtful if every citizen is aquainted with the most recent valuable and important discoveries in sience, although possibly we are begining to appreciate more the efforts and vision of persons who are planning a greater amount of phisycal comfort for us. A word that has entered our language and stands an excelent chance of becoming very popular is *electronics*. On the surface you may not realize that

you are already familiar with a spesial kind of electronic tube. The raddio tube, which supplies us with choice entertainment, is an electronic tube. There is no dout that even today in its early stage electronics deserves our atention and support. Its senses of sight, hearing, touch, and smell operate better than our own.

At present there are reasons why we consider most of the information about it to be a strict secret. It would be foolish not to gaurd this material, as it would be helpful to our enemies. In the Casablanca campain, guns destroyed the ennemy battleship "Jean Bart" with only two salvos, both direct hits, and the distance between the two was twenty-six miles. With electronic tubes to guide the guns every shell hit a milatary target. None did any damage to town property or injured a civillian.

Two-way radios will also probally play an important part in our future lives. They have already become standard equippment for forest rangers. They have been put to further sucessful use in floods, hurricanes, and earthquakes. Electronics will make automobile driving safer. Electrick eyes will simply adjust the headlights when another car approaches. In addition to use on moter cars this eye has been used on trains. Serious accidents have been prevented, thus making traveling safer.

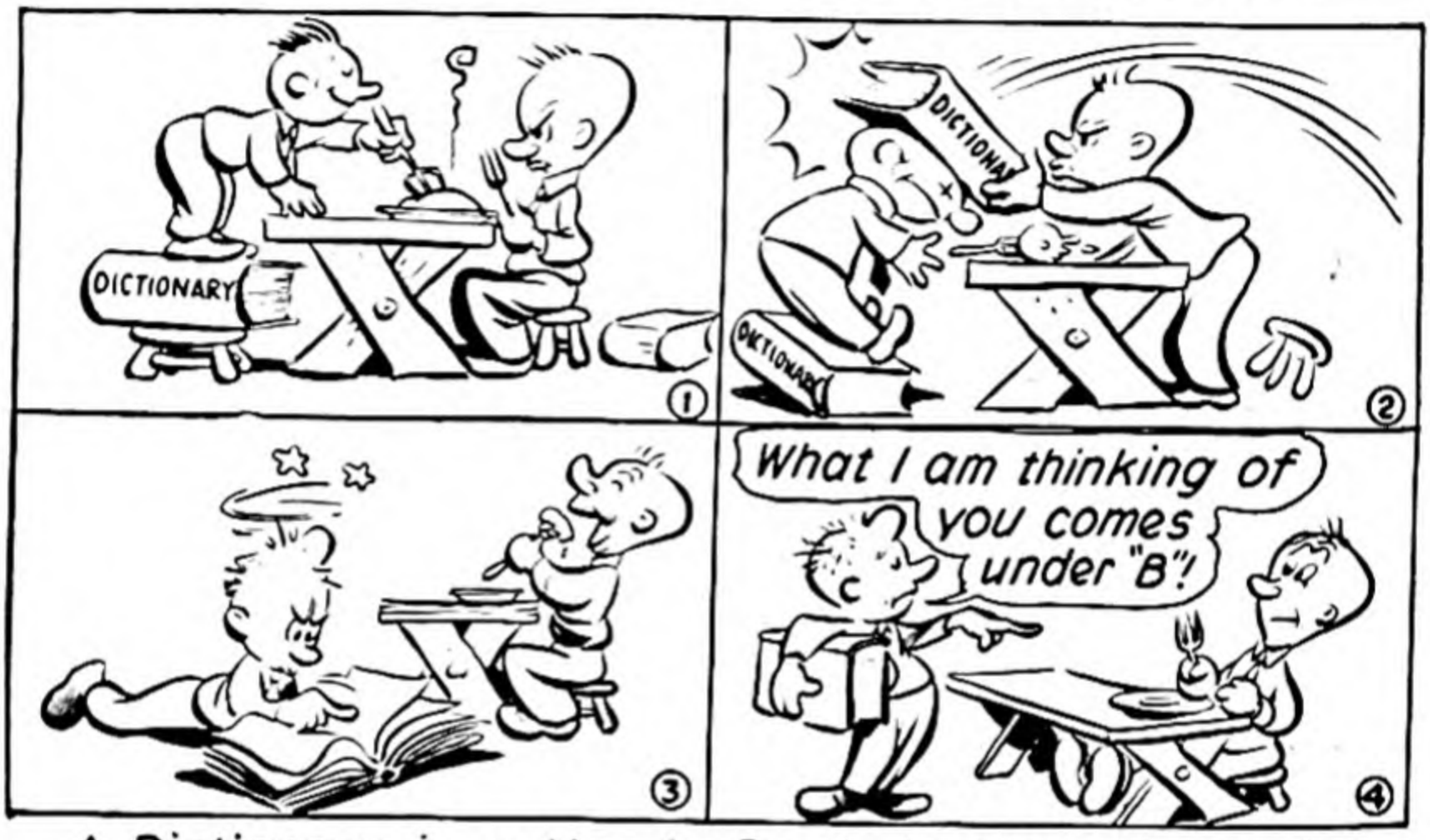
It is impossible to give exsamples or even to mention all the possible uses of electronics until victory is gained and times are normal again.

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Part B

OTHER USES FOR THE DICTIONARY

A group of college graduates were once asked which ten books they would choose if they were to be marooned on a desert island and could take just ten volumes with them. Nearly every one of them included a dictionary in his list. That was partly because a good dictionary has a lot of information in it besides a list of words.



A Dictionary is a Handy Book to Have Around.

Here are some of the things that dictionaries contain, though of course you won't find all these items in every dictionary.

A guide to pronunciation
Rules for spelling
A list of new words
Common abbreviations
The population of United States cities of over 5,000
A list of geographical names and how to pronounce them
A list of the names and dates of famous people
A list of first names
Foreign words and phrases commonly used in English
A vocabulary of rhyming words
A list of colleges and universities in the United States and Canada
Rules for punctuation, the use of capital letters, and compound words

Not all these things relate to spelling, but they should show you that a good dictionary is a handy book to have around. On almost any subject, mechanics or geography, plumbing or history, it gives you some information. By piecing together the facts you find in different parts of the dictionary you can often learn quite a lot.

EXERCISE

If you wanted to know the following things, which ones would you find in a dictionary? Put an X in front of the items which you might expect to find in a dictionary; then after the item tell what section of the dictionary you would look in.

1. Where the Muir Glacier is . . . . . .
2. The age of Chiang Kai-shek . . . . . .
3. When the American and the National Leagues were founded . . . . . .
4. Population of Los Angeles . . . . . .
5. The abbreviation for cubic centimeter . . . . . .
6. A list of military camps in the United States . . . . . .
7. The meaning of *e pluribus unum* . . . . . .
8. A word that rhymes with *curve* . . . . . .
9. The game laws of Wisconsin . . . . . .
10. How to spell the name *Matthias* . . . . . .
11. Where Washington and Jefferson University is located . . . . . .
12. Who was president of the United States in 1850 . . . . . .
13. How to spell *hemorrhage* . . . . . .
14. How to write the plural of $ . . . . . .
15. The difference between *pincers* and *pliers* . . . . . .

Part C

LIST 6

*accident
*acquainted
across
*addition
affection
allowed
*amount
*appreciate
article
*attention
*automobile
battery
*become
*beginning
burn
buying
*campaign
capital
carries
celebrate
*choice
*citizens
*civilian
climate
*comfort
*comfortable
composition
*consider
contain
*damage
*deserve
*destroyed
direction
*distance
*doubt
*doubtful
ear
easier
*effort
*electric
electronics
else
*enemies
*enemy
*entered
*entertainment
*equipment
*example
*excellent
far
*foolish
foreign
*further
*future
*guard
*guide
guilty
*helpful
honest
*important
*impossible
improve
*information
*injured
jealous
*language
laundry
lies
liked
loan
lose
lying
*material
*mention
message
*military
*motor
nearly
nervous
*normal
noticed
nuts
officer
*operate
opposite
*persons
*physical
platform
pneumonia
*popular
*possible
*possibly
*private
*probably
produce
*property
*radio
*realize
*reasons
remind
reserve
*ruined
sample
*science
section
*sense
*serious
service
shipped
*simply
slight
space
*special
spoke
*standard
stiff
still
strength
*strict
*successful
sun
*supplies
supply
*support
*surface
telegram
therefore
those
*thus
tooth
travel
*traveling
*valuable
*victory
*vision
visitors
watched
west
whatever
wrote

STEP 7

Part A

Directions: In the following passage there are twenty words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

BASEBALL IN WAR TIME

One agreement with respect to sports has been arrived at with little arguement—spectator sports are ruined and will be discontinued for the duration. The explaination is that costumers can't manage to attend without a journey by car. At all events the "overemphasis" upon athaletics, which in the opinion of many people of judgment has been increasing, has now been abruptly removed. This has disappointed only anksious coaches, an occasional gloomy writer, and the less intellectual college alumni.

But in comparison with other sports, baseball is in a better position. Paul V. McNutt, Commissioner of Man Power, explains without apology that there is proof beyond doubt that baseball is honestly prefered by both soldiers and labor as their faverite form of recreation. It is his beleif, therefore, that although the present draft system will not alow baseball any favors, hereafter no orders for canceling the sport will be issued.

Big leagues have curage for carrying on even though 75 per cent of their men have been sellected or have accepted duties in the armed forces. Considering this fact, the clubs have had a tough time, but they have bargained for and succeded in getting older men. Johnny Cooney, aged forty-two, and Paul Waner, forty, who were signed last spring by the Brooklyn Dodgers, have returned. It has been discoverd that a ball player with a hernia will pass inspection and is considered a valuable possesion. It is correct to say that wherever such a man is found in baseball circles he is werth more and seldom would be exchanged for a player with a batting average of .325 plus.

The minor leagues have suffered because transportation cannot be handeled. Many of their teams have decided not to play; some are adviced to shorten skeduals. One has proposed having games at 10:30 in the morning for the purpose of pleasing war workers.

In this connection there is a good reason for giving baseball teams separate permission to play regularly. Soldiers and sailors have expressed their great apreciation of the game and insist that they perfer it to any other famous sport.

. . . .

3. Some singular nouns ending in **o** add **es** to form the plural, and some add only **s**.

These add **es**:

mosquito	mosquitoes	hero	heroes
torpedo	torpedoes	Negro	Negroes
potato	potatoes	echo	echoes

These add only **s**:

silo	silos	piano	pianos
alto	altos	solo	solos

These add **s** or **es**:

buffalo	buffaloes or buffalos
domino	dominoes or dominos
zero	zeroes or zeros

4. Some nouns ending in **f** or **fe** change the **f** to **v** and add **s** or **es.** Others merely add **s** without other changes.

These change the **f** to **v.**

wolf	wolves	loaf	loaves
life	lives	calf	calves

These just add **s.**

fife	fifes	chief	chiefs
roof	roofs	belief	beliefs

Some have two forms:

wharf	wharfs or wharves
scarf	scarfs or scarves

5. A few singular English nouns form their plurals by adding **en**:

ox	oxen
child	children

6. A few nouns have the same form for the plural as for the singular:

deer	deer	trout	trout
sheep	sheep	quail	quail
swine	swine	grouse	grouse
moose	moose	fish	fish, or fishes

7. Some singular nouns make a change in the middle of the word to form the plural.

goose	geese	woman	women
mouse	mice	foot	feet
man	men	tooth	teeth
louse	lice	die	dice

EXERCISE

Write the plural of each of these nouns, then check your answers with the Key.

1. glassful .....
2. leaf .....
3. friend .....
4. patch .....
5. class .....
6. switch .....
7. breath .....
8. porch .....
9. example .....
10. policeman .....
11. safe .....
12. self .....
13. fortress .....
14. tomato .....
15. blush .....
16. cliff .....
17. spoonful .....
18. lunch .....
19. ax .....
20. tree .....
21. house .....
22. handkerchief .....

Part C

LIST 7

*accept
admit
advice
*advise
*agreement
*allow
*alumni
anticipating
*anxious
*apology
appetite
*appreciation
*argument
*arrive
*athletics
attack
*attend
*bargain
*belief
*beyond
*canceling
captain
carries
*carrying
catalogue
celebrate
chosen
*circle
collect
*comparison
complete
concert
*connection
*considering
copy
*correct
*courage
custom
*customer
*decide
*disappointed
*discontinued
*discovered
*duration
*duties
*emphasis
entrance
*events
*exchange
excitement
*explain
*explanation
*expressed
fallen
*famous
*favorite
former
freight
*gloomy
gradually
*handled
height
*hereafter
*honestly
hoped
ideal
increase
*increasing
inquire
*inspection
*intellectual
*issue
*journey
*judgment
latter
*league
length
loaded
*manage
monthly
ninety
northern
*occasional
occurs
offered
*opinion
*orders
otherwise
pamphlet
parcel post
payments
*permission
*pleasing
*plus
population
*position
*possession
*prefer
*preferred
prepare
*proof
properly
*propose
*purpose
*recreation
refuse
*regularly
relation
repair
repaired
represents
*respect
*returned
*ruined
*satisfy
*schedule
*seldom
*select
*separate
shipping
*signed
silence
southern
*spectator
speech
steady
*succeeded
*suffered
supply
*system
tongue
*tough
unpleasant
visible
visitors
watched
whatever
*wherever
*worth
wreck

Note: If you have not already done so, you should now apply to the United States Armed Forces Institute at Madison, Wisconsin, for your End-of-Course Test. For this purpose use the card that has been provided with this book. Remember that the test will be sent to your commanding officer and not to you. Since you do not want him to hold the test very long, you should consider whether you will be through with the course and ready for the test by the time it reaches him.

Before you take the test, write a letter to the Institute describing your pre-war and military experience and training and stating what kind of work you wish to do when you return to civilian life. When you send your test to the Institute enclose this letter so that it may be filed for reference.

STEP 8

Part A

Directions: In the following passage there are twenty-five words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

THE ABSENT-MINDED MR. RICKEY

Branch Rickey, familiar to most of us for his clever and sientific management of the Brooklyn Dodgers, is a man of ability in many activities. But his failure to remember the details of his personal affaires lets him make all kinds of errers embarrassing in the extreme. You don't have to be a ballplayer to appreciate the humer in this instance of Mr. Rickey's absent-mindedness.

Shortly after the close of a recent baseball season Rickey was engaged to deliver an address, bassed intirely on his own fascinating experiences, before the Nebraska Educational Association. Scarsely had he reached home when he reelized that he had lost the check he had received for the address. He had to announce this fact and to ask the agent of the association to cancel the original check and send him another.

The agent, replying that he was glad to send a substatute check, supplied a new one and said that payment on the first had been stoped.

But soon the agent had another communacation from Mr. Rickey, extending a somewhat humble apology. It read:

"Naturally, I am infinately sorry that it should be necessary to write you this letter. Because I had lost the first check, I was consaquently more careful of the second. I put it in the pocket with my glasses and was eqally careful each time I used the glasses, for I attemted to keep this check safe. Well, to be breif, when I told my wife the new check had come and reached for it to show it to her, it was gone. You can imagine my hugh surprise.

"I cannot tell you the ridiculous efforts we went to in hunting the check. I must admit that I am reduced to despair. I have thought back over every movement I made throughout the day. Furthermore, we have throughly searched the car from the compartment on the instrument panel, through every miselaneous part, to the rear deck. I have interfeared in the lives of my friends until they are calling me vulgar names. I would be resigned to the loss were it not for the increased expence of living these days.

"I know that you will not be comfortable until you can hand me the cash in the presense of a witness and get a written receipt. Anything that is satisfactry to you will be all right with me."

Just as Check No. 3 was arriveing at the Rickey home Check No. 1 was found. Mrs. Rickey takes the credit. She found it just where one might have suspected it would be—namely, in Mr. R.'s pocket. It appeares that the second check, however, has really disappeared.

. . . .

. . . .

arrang*ing* arrange*ment*
us*age* use*ful*

Short Rule
Before a vowel drop the **e**;
Before a consonant let it be.

There are a few exceptions to this rule.

1. *Dyeing* and *singeing* keep the **e** to prevent confusion with *dying* and *singing*.

2. *Truly*, *awful*, *ninth*, and *argument* drop the **e** before suffixes beginning with a consonant. These words are often misspelled. Watch them carefully.

EXERCISE

Rewrite the following words, adding the suffix which is given after it. Drop the **e** when the suffix begins with a vowel, but watch the exceptions. Check your work with the Key.

1. force + ible .....
2. pale + ness .....
3. true + ly .....
4. move + able .....
5. take + ing .....
6. recite + al .....
7. advertise + ment .....
8. arrive + al .....
9. postpone + ment .....
10. close + ly .....
11. nice + est .....
12. trace + ed .....
13. issue + ing .....
14. desire + able .....
15. hate + ful .....
16. invite + ing .....
17. inquire + ing .....
18. mere + ly .....
19. plume + age .....
20. operate + ing .....
21. pursue + ant .....
22. home + like .....
23. captive + ate .....
24. vacate + ion .....
25. true + ism .....
26. care + less .....
27. wife + hood .....
28. mode + ish .....

Part C

LIST 8

*ability
acquainted
action
*activities
actual
*admit
advance
advantage
advised
*affairs
*agent
*announce
*appears
applying
*appreciate
approve
arranging
*arriving
*attempted
available
*based
*brief
*cancel
capable
civil
*clever
*comfortable
commence
*communication
companies
concern
condition
*consequently
consist
co-operate
*credit
definite
delayed
depends
*despair
determine
develop
disappoint
elsewhere
*embarrassing
*engaged
*entirely
*equally
*errors
*expense
*extending
*extreme
*failure
*familiar
*fascinating
feature
foreign
*furthermore
*huge
*humor
immediate
includes
*infinitely
installed
*instance
instruction
*instrument
intention
*interfered
limit
*management
meantime
mere
midst
*miscellaneous
*movement
*namely
*naturally
*necessary
nowadays
obliged
observe
obtain
occurs
*original
permitted
philosopher
praise
*presence
prettiest
proceed
production
prospect
quantity
questionnaire
readily
*realized
*recent
recognition
*reduced
reflection
reliable
relief
remaining
*replying
represents
*resigned
*ridiculous
sacrifice
*satisfactory
*scarcely
*scientific
seized
*shortly
*somewhat
*stopped
*substitute
*supplied
surrounded
*suspected
task
*thoroughly
*throughout
*vulgar

STEP 9

Part A

Directions: In the following passage there are twenty-five words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

DEAD MEN ON LEAVE

Authorities say that anyone who has had the experence of doing consciencious underground work fighting the Nazi regime in any locality in Germany knows definitely that he may reasonably expect to remain in existence only two or three years. Incidently, these workers have a suitable name for themselves—"dead men on leave."

In spite of the desparate situation it is evident that many men and women with ambition actualy do not hesitate to take up the unequal fight and do effective work. It is apparant that the term "underground" is wholly misleading. There is no possibility of hiding from the efficient observation of Nazi oficials. But in every vicinity the leaders in these activitys frankly specify that the canidate under no circumstances should show any disposition to be peculiar or different from the average citizen. The more satisfactorily a worker can be perswaded to act like an everyday citizen, the greater the probability of his escaping detection.

To eliminate suspicion it is reccomended that the worker particularly consider and sketch in advance all the reasonable little acts of everyday life. In the underground organization each member without exception has a sensable explanation for his actions on every ocassion, should an inquiry be made.

Generally it is not advisable to attempt to be an ordinary citizen without a regular and approved occupation even though it is a temperary one. At the suggestion of a leader one of the workers was readily appointed as an insurance agent. This allowed him an occasional opertunity to travel about the city and reach particular destinations without thorough questioning.

Even when ill an underground worker should not allow himself priveleges similar to those of the ordinary citizen. When one of the members had a steadily increasing temperature with an attack of

appendicitis, and he concluded that an operation was neccesary, he remembered with real concern that he had a tendancy to talk when under an anesthetic. He was disgusted, for he perceived the enormus and horrible possibilities. Consequently he was immensely relieved and grateful when eventually a responsable and trustworthy physician with a lisence was found to whom it was agreable to perform the operation in his private clinic at the patient's convenience.

Tremendous presure and combined torture after arrest sometimes cause a member to break down, and, in confusion and hardly conscous, he fully reveals all intimate and confidential information. From this standpoint and with these probable opportunities for a member to "forget" his obligation, an underground worker can't estamate his chances of survival.

. . . .

Part B

FINAL Y

The trick in adding a suffix to a word ending in **y** is to notice whether a vowel or a consonant comes just before the **y**. **If a consonant comes before final *y*, *y* changes to *i* before all suffixes except *ing*. If a vowel comes before *y*, *y* does not change.**

Short Rule
After a consonant **y** becomes **i**;
After a vowel **y** stays **y**.

Notice these words with a *consonant* before final **y**:

carry	carrying	carries	carried
hurry	hurrying	hurries	hurried
busy	busying	business	busier

If a consonant precedes final **y**, the **y** is retained only before **ing**. Notice these words with a *vowel* before final **y**:

play	playing	played	player
destroy	destroying	destroyed	destroyer
journey	journeying	journeys	journeyed

If a vowel precedes final **y**, **y** is retained no matter what suffix is added.

There are a few exceptions to this rule:

day daily
lay laid lain
pay paid

Final **y** causes more trouble before **s** or **es** than before any other suffix. Nouns ending in **y** after a consonant change **y** to **i** and add **es**:

story	stories
sky	skies
ally	allies

Nouns ending in **y** after a vowel keep **y** and add only **s**:

valley	valleys
guy	guys
alley	alleys

EXERCISE

Rewrite these words, adding to each word the suffix which is given after it. Spell the words correctly, applying the rule for final y which you have just learned. When you have finished, be sure to check your answers with the Key.

1. angry + ly .....
2. study + s *or* es .....
3. envy + ing .....
4. occupy + ed .....
5. busy + ness .....
6. donkey + s *or* es .....
7. lovely + est .....
8. country + s *or* es .....
9. stay + s *or* es .....
10. apply + cation .....
11. delay + ed .....
12. carry + age .....
13. accompany + ing .....
14. filthy + est .....
15. steady + ly .....
16. volley + s *or* es .....
17. deny + s *or* es .....
18. pretty + ly .....

Part C

LIST 9

acceptable
accepted
accurate
*activities
*actually
adequate
*advanced
*advisable
affect
affectionately
*agreeable
air
alike
allowance
*allowing
*ambition
*anesthetic
*apparent
*appendicitis
*appointed
appointment
*approved
arise
*arrest
artificial
*attack
attitude
*authorities
biggest
bound
*business
camp
canceled
*candidate
capable
*causes
character
cheaper
*circumstances
*clinic
*combined
commit
comparatively
comparison
compliment
comply
*conclude
*confident
*confidential
*confusion
*conscientious
*conscious

LIST 9 *continued*

*consequent
*considered
*convenience
coupé
coupon
courtesies
cover
curiosity
data
decent
decision
*definitely
departments
desired
desirous
*desperate
*destination
determine
*disgusted
dispose
*disposition
draft
duly
duplicate
*effective
*efficient
eligible
*eliminate
*enormous
*estimate
eventually
*evident
*exception
*exercise
exist
*existence
*experience
*explanation
favorable
fill
*frankly
friendship
*fully
galvanized
*generally
*genuine
geography
*grateful
herewith
*hesitate
*horrible
I'd
*immensely
impressed
inability
*incidentally
*increased
indifferent
infinite
innocent
*inquiry
*insurance
interpretation
*intimate
knee
knows
lease
*license
*locality
marvelous
miserable
*Nazi
*necessary
nuisance
*obligation
obtained
*occasion
*occasional
*occur
*officials
O.K.
omitted
*opportunities
*opportunity
*particularly
*peculiar
*perceive
*personal
*persuade
petition
portion
*possibility
precisely
prejudice
*pressure
prices
*privilege
*probability
probable
promptness
protection
P.S.
*readily
*reasonable
*reasonably
receipt
*recommend
refer
regret
reputation
respectfully
respectively
*responsible
round
*satisfaction
satisfactorily
selection
*sensible
separately
shortage
*similar
*situation
*sketch
*specify
specimens
stamps
*standpoint
*steadily
storage
*suggested
*suggestion
*suitable
*temperature
*temporary
*tendency
transfer
transportation
treatment
*tremendous
unusually
via
*vicinity
whereabouts
*wholly
word
worrying
yield
you'll

STEP 10

Part A

Directions: In the following passage there are twenty words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

ONE WAY OF STOPPING TANKS

This is the story of how a British rifle section, six privates and a corperal, a force smaller than a U.S. squad, destroyed six tanks and their crews in a dessert action. The section was part of a small force composed of three plattoons of infantry and one of machine-gunners together with some antitank men. Our section was at the front of the area held by this force.

Nazi tanks, like mobile artilary, began shelling the position, then began to manouver into attack formation, and 28 of them advanced, continuing their bombardment. One tank came straight at the section; the others swiveled off on oblique flanking courses to left and right. When the first tank was 10 paces away, the section hit it directly with sticky granades, and it stopped with its front wheels over their trench. The tank's crew came out in a bunch, and one aimed an autamatic rifle at the section, but our tommy-gunner got him, and our small-calliber machine-gunner got the other four Nazis with a single volley. The tank had caved in one wall of the trench, burying one soldier, some amunition, several helmets, a pistle, and a Bren gun up to the tip of its muzzel. While the section was digging, two other tanks attacked and met the same fate.

Later three axis tanks came up at once. The section took cover by concealing themselves under the tank which had crashed across the trench. The new tanks enfiladed the trench, then the crews dismounted from their vehicles to examine their dead comrades. Our section could identify one man by his insignia as a doctor. The only other oficcer, a tank-commander, was a liutenent. The doctor began an inspection of the wounds of the dead Nazis and asked for a canteen of water. The little garrison hid in the security of their camoflaged position while the Germans came to the trench looking for water. The allert corporal, with one movement, threw a grenade at the

nearest Nazis, and the other men got the remaining Germans with their last rifle cartriges. Then, with only a few weappons, the detail retreated with dispatch, and finally made contact with their own company and a detatchment from another batallion of armered troops. They had killed 28 Germans and knocked out four tanks.

. . . .

p is not doubled. Only in words which end in one consonant with one vowel before it is the final consonant doubled before a suffix beginning with a vowel.

Look at these words:

thin	thinner	thinnest	thinly
ship	shipped	shipping	shipments

Short Rule

Double 1 C after 1 V

If it ac′cented be.

(C = consonant; V = vowel)

The *n* is not doubled in *thinly* because the suffix does not begin with a vowel. For the same reason the *p* is not doubled in *shipment*.

The same general rule applies to words of more than one syllable *only if the accent falls on the last syllable:*

refer′	referred	referring	(accent on last syllable; double *r*)
obtain′	obtained	obtaining	(accent on last syllable, but two vowels before last consonant; single *n*)
o′pen	opened	opening	(accent not on last syllable; single *n*)
pretend′	pretended	pretending	(accent on last syllable, but two consonants at end; single *d*)

But look at these words:

prefer′	pref′erable
refer′	ref′erence

They end in a single consonant with a single vowel before it and are accented on the last syllable. But the final consonant is not doubled before the suffix even though it begins with a vowel. Notice what happens to the accent in these words when the suffix is added. It is shifted forward. When the accent does not remain on the same syllable the final consonant is usually not doubled before a suffix.

The final consonant in any word is doubled before a suffix only under these conditions:

1. The word must end in *one* consonant with *one* vowel before it.
2. If the word has more than one syllable, the accent must be on the last syllable and remain on the same syllable.
3. The suffix must begin with a vowel.

EXERCISE

Rewrite the following words, adding the suffixes. Double the final consonants when necessary. Then check your answers with the Key.

1. sleep + ing .....
2. bit + en .....
3. drug + ist .....
4. propel + er .....
5. bag + age .....
6. pretend + ing .....
7. review + ing .....
8. commit + ment .....
9. explain + ing .....
10. commit + ee .....
11. motor + ist .....
12. blot + er .....
13. excel + ent .....
14. hot + est .....
15. in + ing .....
16. custom + ers .....
17. build + ing .....
18. short + age .....
19. limit + ed .....
20. enlist + ment .....
21. shrub + ery .....
22. gallop + ing .....
23. interest + ing .....
24. exception + able .....
25. topic + al .....
26. drip + ing .....
27. fit + er .....
28. dig + er .....
29. bed + ing .....
30. map + ed .....
31. rubber + ize .....
32. travel + er .....
33. wonder + ful .....
34. fat + est .....
35. pit + ed .....
36. scrap + er .....

Part C

LIST 10

ack ack
action
*advance
*alert
alligator
ammunition
*antitank
*area
*armament
*armored
*artillery
*attack
*automatic
*axis
*battalion
beam
bit
bite
blouse
*bombardment
*Bren gun
*bunch
*caliber
*camouflage
*canteen
*cartilage
clipper
*combat
*commander
*company
compass
*comrade
*conceal
*contact
*corporal
corps
courtesy
*cover
*crew
defense
degrade
*desert
detach
*detachment
*detail
*dismount
*dispatch
encamp
*enfilade
entitle
fascist
fatigue
*firing
flak
flanking
*force
*formation
foxhole
*garrison
*grenade
gripe
*gunners
helmet
hexagon
*identify
*infantry
inferior
*insignia
*inspection
interesting
isolationist
knapsack
jalopy
jitterbug
jive
laziness
*lieutenant
machine
mackintosh
*maneuvers
marine
medium
*mobile
*morale
*mortar
*movement
*muzzle
nylon
*oblique
occupy
*officer
output
permission
pigboat
pinball
*pistol
plaster
*platoon
position
*private
purge
quartermaster
ration
refresher
*retreat
retreated
saboteur
*section
*security
sight
simulate
*squad
stooge
struggled
submarine
swivel
*tommy gun
torpedo
tractor
trainee
*trench
*troops
utilization
*vehicle
violation
*volley
*weapons
*wound

STEP 11

Part A

Directions: In the following passage there are twenty words misspelled. Underline the misspelled words and write them correctly in the spaces below. Then check with the Key.

IDENTIFYING FRIENDLY FORCES

Nothing is so bad for the moral of troops in combat as to be straffed and bombed by friendly airplanes or shelled by friendly guns. It was to avoid such accidents that the regulation uniforms of French infantry regaments and some other organizations in 1914 included bright red pants.

With the development of air warfare and the speed of mechanized operations, the problem has become worse: kahki, olive-drab, gray, and brown are hard to tell apart. Fast panzer tacktics, blitzkrieg methods, moterized equipment, all these things make it hard to establish by hasty observation whether materiel, convayances, even a whole convoy sometimes, is friendly or hostel. In the old days it was easy. Men advanced in paralell lines, watching their intervals as on perade, with captains, kernels, and generals on horses; with a battry on one flank and cavalry on the other; with noncommissioned officers leading their ranks. But now indentification is one of the biggest problems of war.

Many bad mistakes have been made in this war. Even experienced Stuka squadroons on patrol in North Africa have attacked their own divisions bivouacked on the desert. One day a flight of 22 Luftwaffe planes, executing a perfect echelon formation, swept in over their own lines and gave them a wonderful pasting. You can imagine how the telephone wires to German headquarters must have been blistered for that. And our men howled with glee. The same day our Spitfires intersepted another raid, and blessed if the Stukas didn't jettison their bombs over their own lines again, this time nearly blasting them off the map. The English went wild. One technical sargent nearly died of joy. Sentinels saluted with rockets. A major nearly broke a blood

vessel, and one man broke a baynet over the barrel of a canon. Nobody could have enforced disscipline, and nobody wanted to. The English would have been glad to give every German flyer a citation, to give noncoms a commission, and every private a chevron or two.

Anti-aircraft personell spend a good deal of time learning to identify planes. But the Mustang looks like a Messerschmitt, and the Thunderbolt looks like a Focke-Wulf. So the pilot as well as the ground forces have to take their chances.

. . . .

Here are the principal situations in which the **ei-ie** problem arises.

1. **i** before **e** (this covers most of these troublesome words):

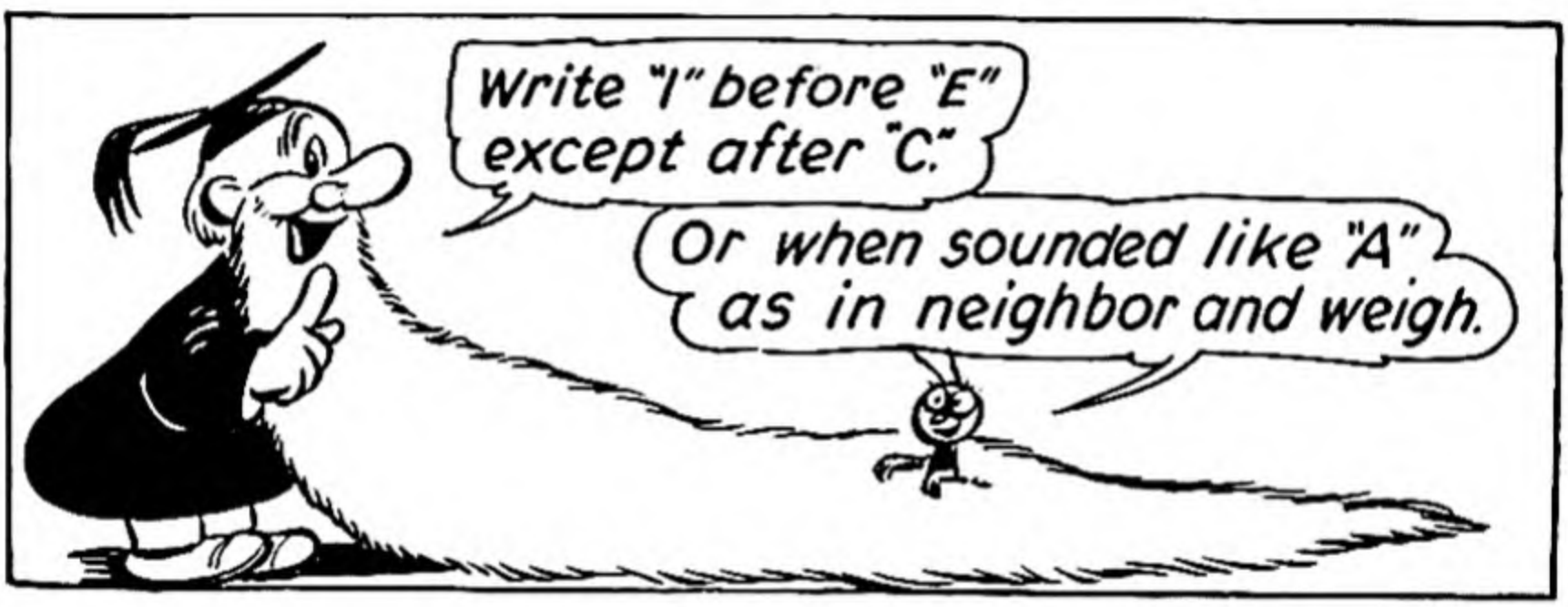
achieve	field	piece
believe	friend	shriek
chief	mischief	yield

2. **e** before **i** after **c**:

ceiling	deceive	receipt
conceit	perceive	receive

3. **e** before **i** when sounded like **a**:

feint	neighbor	veil
freight	rein	weigh



There are a few exceptions to this rule:

either	height	seize
foreign	leisure	their
heir	neither	weird

EXERCISE

Fill in the blanks in these words with **ie** or **ei.** Then check your answers with the Key.

1. n....ce
2. rel....ve
3. bes....ge
4. f....nd
5. r....gn
6. n....ghborhood
7. dec....t
8. rel....f
9. br....f
10. h....ght
11. th....r
12. pr....st
13. for....gn
14. sh....ld
15. ap....ce
16. handkerch....f
17. th....ves
18. gr....f
19. w....ght
20. n....ther
21. l....utenant
22. s....zed
23. misch....vous
24. s....ve
25. w....ld
26. unbel....vable
27. d....gn

Part C

LIST 11

activate
admiral
*airplane
allergy
announcer
assign
barge
barracks
*barrel
*battery
*bayonet
*bivouac
*blitzkrieg
booby trap
brassard
cadence
campaign
*cannon
*captain
cargo
*cavalry
*ceiling
challenge
chamber
chaplain
*chevron
*citation
civilian
*colonel
commentator
*commission
concentration
*conveyance
*convoy
corvette
courteous
craft
crawl
degauss
demobilization
difference
*discipline
dismiss
*division
Dr.
echelon
embarkation
*enforce
ensign
*equipment
*establish
*executing
fascism
fir
*flight
furlough
Gauleiter
*general
Gestapo
*headquarters
hospitalization
*hostile
*identification
instructions
*intercepted
*interval
jeep
*jettison
*khaki
landing
later
latrine
laundry
*Luftwaffe
magazine
maintain
maintenance
*major
maps
*materiel
*mechanize
messenger
monotonous
*morale
mosquito boat
*motorized
*Mustang
nisei
noncommissioned
*observation
obstacle
octane
olive-drab
*operation
organization
ours
*panzer
*parade
*parallel
*patrol
*personnel
plastic
pole
post exchange
property
provost
quarantine
Quisling
*reconnaissance
*regiment
*regulation
relief
respect
reveille
*salute
*sentinel
*sergeant
she's
skipper
slacker
Spitfire
*squadron
*strafe
*Stuka
sulfanilamide
*tactics
*technical
*technician
tender
transmission
*uniform
velocity
volunteer
*warfare
yeoman

REVIEW TEST

The spelling test is in three sections. Do the sections in the order in which they are given; then when you have finished all of them, check your answers with the Key.

The three sections will examine you on 100 words. If you get fewer than 75 words right, you should study the spelling lists again before you take the End-of-Course Test.

Part A

In the following list write correctly the words that are misspelled. Remember that in each group one or more of the words may be correct as given.

1. *a.* habbit . . . . . .
   b. honer . . . . . .
   c. dosen't . . . . . .
   d. against . . . . . .
2. *a.* latley . . . . . .
   b. soldiers . . . . . .
   c. baloon . . . . . .
   d. discribe . . . . . .
3. *a.* awfuly . . . . . .
   b. easyer . . . . . .
   c. recieve . . . . . .
   d. hungery . . . . . .
4. *a.* servant . . . . . .
   b. missionery . . . . . .
   c. hankerchief . . . . . .
   d. stomack . . . . . .
5. *a.* artical . . . . . .
   b. foriegn . . . . . .
   c. excellant . . . . . .
   d. guard . . . . . .
6. *a.* opposite . . . . . .
   b. faverable . . . . . .
   c. nervious . . . . . .
   d. telagram . . . . . .
7. *a.* frieght . . . . . .
   b. appology . . . . . .
   c. bargain . . . . . .
   d. pamphlet . . . . . .
8. *a.* system . . . . . .
   b. oppinion . . . . . .
   c. fasinating . . . . . .
   d. aquainted . . . . . .

9. *a.* insturment . . . . . .
   b. substitute . . . . . .
   c. vulger . . . . . .
   d. throughly . . . . . .

10. *a.* unusually . . . . . .
    b. possability . . . . . .
    c. petition . . . . . .
    d. temperture . . . . . .

11. *a.* therefor . . . . . .
    b. judgment . . . . . .
    c. prefered . . . . . .
    d. seldom . . . . . .

12. *a.* definate . . . . . .
    b. arrangeing . . . . . .
    c. dissapoint . . . . . .
    d. nowadays . . . . . .

Part B

In the following section of this test there are thirty words, each one spelled three different ways. Put a check mark after the correct spelling of each word.

1. doller	....	7. wounderfully	....	13. familliar	....
dolar	....	wonderfuly	....	familar	....
dollar	....	wonderfully	....	familiar	....
2. Febuary	....	8. apreciate	....	14. embarassing	....
February	....	appreciate	....	embarrassing	....
Febrary	....	aprecciate	....	embarrasing	....
3. nabor	....	9. necesary	....	15. misellanious	....
neibor	....	neccesary	....	miscellaneous	....
neighbor	....	necessary	....	miscellanious	....
4. division	....	10. intelectual	....	16. athorities	....
devision	....	intellectual	....	authoraties	....
divission	....	intillectual	....	authorities	....
5. desease	....	11. excitement	....	17. opportunities	....
disease	....	exsitement	....	oppertunities	....
dissease	....	excitment	....	oportunities	....
6. mischief	....	12. schedual	....	18. camoflage	....
mischeif	....	scedual	....	camouflage	....
misschief	....	schedule	....	camoflauge	....

19. corperal	23. monnotonus	27. entirely ....
corporral	monotonus	intirely ....
corporal	monotonous	entirly ....
20. machinized	24. sergant	28. unplesant ....
mechanized	sargeant	unpleasent ....
mechinized	sergeant	unpleasant ....
21. technical	25. disciplin	29. occasional ....
technicle	dicipline	ocassional ....
tachnical	discipline	occassional ....
22. revielle	26. convenince	30. phisical ....
reveille	convienence	physical ....
reveile	convenience	physicle ....

Part C

In the following sentences letters have been left out of some of the words. Fill in the blanks so that the words are spelled correctly

1. In North Africa the Nazis made good use of their art..l....ry while there was still room left to man....v..r.
2. We need vol..nt....rs for recon.....s....nce duty.
3. In U.S. Army camps every block of 10 or 12 bar.....ks has its mess hall, la....dry, baths and latr.....s.
4. The Japs have b....lt up an impressive reputation as workers in the fifth colu.... and as sab..t....rs.
5. The advance guard found itself wh....ly sur.....nded by the enemy.
6. The people of many countries are not far enough along in popular gover.....nt to have a suc.....sful democracy.
7. Countless are the stories of self-sac....f..ce on the part of civ..l....ns.
8. One of the jeep's most sensational uses in the campa....n in Tunisia was to tow antitank guns into pos..t....n.
9. While waiting for a low c....ling to lift, the boys in the 37th Fighting Sq....d....n killed time by discussing par..ch..te jumping.

10. To reward Homer for making the American public cons.....us of Honeydew Mouth Wash, the firm made him vice pr.....d..nt.

11. Pilots of M....q....to bombers are trained to fly low and go between obst.....s.

Note: Don't worry too much if you have not made a good score in Part C of this test. You may have had some trouble figuring out what some of the words meant. If so, figure your score on the basis of the words you understood. Don't count against yourself any words you did not understand; count only those you understood but could not spell correctly.

II

The Use of the Dictionary

Immediately below are dictionary entries for forty words marked about as the Webster dictionaries mark them. Other dictionaries use markings which are slightly different but not enough so to cause you any difficulty. These entries are to be used in most of the tests which follow. Do not bother to read the entries now. Go on to the tests, then come back and use the entries as directed.

ab·do′men (ăb·dō′mĕn; ăb′dŏ·mĕn), *n.* [L.] **1.** The part of the body between the chest and the thighs; also, the cavity in this part, containing the stomach, bowels, liver, and kidneys.

a·but′ (ȧ·bŭt′), *v.i.* [through OF. *abouter, aboter* to fix the limits of, fr. *a* to + *boter, buter* to push.] To touch along a border or with a projecting part; as, our house *abuts* on the street.

ad·dress′ (ă·drĕs′), *v.t.* [OF. *adrecier* to straighten, address, fr. *a* to + *drecier* to straighten, arrange.] **1.** To direct the effort of; to apply (oneself); as, he *addressed* himself to his work. **2.** To speak or communicate with; as, he *addressed* us courteously. **3.** To write an address on (a letter). — *n.* **1.** A formal lecture, essay or the like. **2.** The directions for the delivery of a letter, as written on the envelope.

a·dult′ (ȧ·dŭlt′; ăd′ŭlt), *adj.* [L. *adultus*, past part. of *adolescere* to grow up, fr. *ad* + *alescere* to grow.] Grown to full size and strength; matured. — *n.* A fully grown person, animal, or plant.

al·lot′ (ă·lŏt′), *v.t.* [OF. *aloter*, fr. *a* (L. *ad*) + *lot* lot.] **1.** To distribute by lot or chance. **2.** To assign or set apart as a share, amount, or part.

eu′ca·lyp′tus (ū·kȧ′lĭp′tŭs), *n.* [NL., fr. *eu* + Gr. *kalyptos* covered, alluding to the covering of the buds.] A tall evergreen Australasian timber tree of the myrtle family, the leaves of which yield *eucalyptus oil*, used in perfumery and as an antiseptic.

eu′chre (ū′kẽr), *n.* A game at cards.

eu·pho′ni·ous (ū·fō′nĭ·ŭs), *adj.* Pleasing or smooth in sound.

ex·pose′ (ĕks·pōz′), *v.t.* [OF. *exposer*, fr. *ex* (fr. L. *ex* out) + *poser* to place.] **1.** To lay open, as to attack or danger; to leave without shelter or care; as, to *expose* troops to enemy fire; hence, to subject to any action or influence; as, he was *exposed* to measles. **2.** In photography, to subject (a film, etc.) to the action of light. **3.** To set out for inspection; to display, as goods for sale. **4.** To disclose: reveal; as, to *expose* a dishonest scheme.

ex′qui·site (ĕks′kwĭ·zĭt; *occasionally* ĕks·kwĭz′ĭt), *adj.* [L. *exquisitus*, past part. of *exquirere* to search out, fr. *ex* out + *quaerere* to search.] **1.** Carefully made; of surpassing quality; excellent. **2.** Highly accomplished; as, an *exquisite* gentleman. **3.** Keenly appreciative; discriminating; as, *exquisite* taste. **4.** Pleasingly beautiful or delicate.

in′ter·lude (ĭn′tẽr·lūd), *n.* [ML. *interludium*, fr. L. *inter* between + *ludus* play, fr. *ludere* to play.] **1.** In former times, comedy or farce introduced between episodes in the mystery or morality plays. **2.** Any performance given between the acts of a play. **3.** A short piece of music played between the parts of a song, the acts of a drama and the like.

in′ter′ro·gate (ĭn′tĕr′ō·gāt), *v.t.* & *i.* [L. *interrogatus*, past part. of *interrogare* to ask, fr. *inter* + *rogare* to ask.] To question; esp., to examine by means of questions.

ki·net′ic (kĭ·nĕt′ĭk; kī-), *adj.* [Gr. *kinētikos*, fr. *kinein* to move.] *Physics.* Of, relating to, or due to, motion;—often contrasted with *potential*; as, *kinetic* energy.

kin′ka·jou (kĭng′kȧ·jo͞o), *n.* [fr. F., Sp., or Pg., fr. Tupi *kinkajú*, kinkajou.] A slender, long-tailed mammal of Central and South America, related to the raccoon.

lam′en·ta·ble (lăm′ĕn·tȧ·b'l), *adj.* **1.** Expressing grief. **2.** Of a nature to arouse grief; sorrowful.

lan′guor (lăng′gẽr; -gwẽr), *n.* [OF. *langour*, fr. L. *languor*.] **1.** A languid feeling as from illness, weariness, or dreamy tenderness. **2.** Sluggishness; lack of vigor and animation.

la·pel′ (lă·pĕl′), *n.* [dimin. of *lap* a fold.] A part of a garment which is turned back; esp., the folded part of the front of a coat in continuation of the collar.

me′di·um (mē′dĭ·ŭm), *n.* [L. the middle, fr. *medius* middle.] **1.** That which lies in the middle; hence, middle condition or degree. **2.** A substance through which a force acts; as, air is the common *medium* of sound. **3.** That through or by which anything is accomplished; as, an advertising *medium*; *medium* of exchange. **4.** In spiritualism, a person supposed to be able to transmit information from spirits or to do things impossible without their aid. **5.** In painting, a liquid, as oil or water, with which pigment is mixed in preparing it for use. — *adj.* Intermediate in amount, quality, position, or degree.

men′di·cant (mĕn′dĭ·kănt), *adj.* [L. *mendicans, -antis*, pres. part. of *mendicare* to beg, fr. *mendicus* beggar.] **1.** Practicing beggary; as, *mendicant* tramps. **2.** Describing certain religious orders, such as the Franciscan, whose members originally lived by alms. — *n.* A beggar.

me·ringue′ (mĕ·răng′), *n.* [F.] A mixture of beaten whites of eggs and sugar, used as an icing or made into small cakes and quickly browned; also, a cake or shell made of this.

prime (prīm), *n.* **1.** The first part; earliest stage; beginning; hence, the dawn, the spring. **2.** a The spring of life; youth. b The period of greatest health, strength, or beauty; as, in the *prime* of life. **3.** That which is first in quality; the best; the pick. — *adj.* [OF., fr. L. *primus* first.] **1.** First in order of time; original; primitive; primary. **2.** First in rank, degree, importance, etc.; chief; as, *prime* minister. **3.** Of highest quality or grade; as, *prime* wheat. **4.** *Math.* Divisible by no number except itself or 1; as, 7 is a *prime* number. — *v.t.* **1.** To prepare for firing, as a firearm, by supplying the powder to ignite the charge. **2.** To put into a working condition by doing some necessary operation first; as, to *prime* a pump by pouring water into the barrel.

pro·fuse′ (prō·fus′), *adj.* [L. *profusus*, past part. of *profundere* to pour forth or out, fr. *pro* + *fundere* to pour.] **1.** Pouring forth liberally; exceedingly or excessively generous; prodigal. **2.** Bountiful; lavish; as, *profuse* apologies.

pseu′do·nym (sū′dŏ·nĭm; psū′-), *n.* [F. *pseudonyme*, fr. Gr.] A false name assumed by an author for a time or for a particular purpose; as, "Mark Twain" was the *pseudonym* of S. L. Clemens.

qui′nine (kwī′nīn; kwĭ·nēn′; kwĭn′ēn), *n.* [Sp. *quina*, fr. Quechua *quinquina* cinchona bark.] **a** *Chem.* A bitter white crystalline substance extracted from cinchona bark. **b** *Pharm.* Any of several drugs prepared from this substance, esp. one used as a remedy for fever.

quin′tu·plet (kwĭn′tŭ plĕt), *n.* [fr. *quintuple.*] **1.** A group of five of a kind. **2.** Five children born at the same time of one mother.

rai′ment (rā′mĕnt), *n.* [abbreviation fr. *arraiment.*] Clothing; vesture; garments.

rai′sin (rā′z'n), *n.* [OF., fr. L. *racemus* cluster of grapes or berries.] A dried sweet grape of certain varieties.

re·nege′ (rē·nēg′; rē·nĭg′), *v.i.* [ML. *renegare.*] **1.** In card playing, to fail to follow suit when able to do so, in violation of the rules of the game; to revoke. **2.** *Colloq.* To go back on a promise.

re·tain′er (rē·tān′ēr), *n.* [OF. *retenir*, infin. used as n.] **1.** Action of a client engaging the services of a lawyer; also, the fee paid for this. **2.** One that retains. **3.** A servant or follower in a wealthy household.

sub·let′ (sŭb·lĕt′), *v.t.* & *i.* To sublease.

sub·orn′ (sŭb·ôrn′; sŭb-), *v.t.* [F. *suborner*, fr. L. *subornare*, fr. *sub* under, secretly + *ornare* to equip.] **1.** To incite secretly or unlawfully; to instigate; as, to *suborn* a person to commit a crime.

suc′cor (sŭk′ēr), *n.* [fr. ML. *succursus*, fr. L. *succurrere*, *succursum*, to run to the aid of, help.] Aid; assistance; relief. — *v.t.* To aid; relieve; help; comfort.

su·pine′ (sū·pīn′), *adj.* [L. *supinus.*] **1.** Lying on the back, with face upward;—opposite of *prone.* **2.** Showing lethargy; sluggish.

u′ku·le′le (ū′kŭ·lā′lĕ), *n.* [Hawaiian, fr. *ukulele* a flea, fr. *uku* insect + *lele* to jump, leap;—from the movement of the fingers.] A small guitar of Portuguese origin which became popular in Hawaii about 1877. It has, typically, four strings.

wraith (rāth), *n.* [Scot. *wraith*, *warth*, orig., a guardian angel, fr. ON. *vörthr* a guardian.] A ghostly appearance of a living person supposed to be seen just before his death; hence, a ghost; specter.

wrench (rĕnch), *n.* [AS. *wrenc* deceit, a twisting.] **1.** A forcible twisting, or a pull with a twisting strain; also, an injury, as to one's ankle, by twisting; a sprain. **2.** A tool for exerting a twisting force, as on

nuts, bolts, etc. — *v.t.* 1. To twist forcibly. 2. To injure by twisting; to sprain.

xe'non (zē'nŏn; zĕn'ŏn), *n.* [Gr., neut. of *xenos* strange.] *Chem.* a heavy, colorless, inert, gaseous element, occurring in air (about one part in 170 millions by volume).

ze'nith (zē'nĭth; zĕn'ĭth), *n.* [OF. *cenit, cenith*, fr. Sp.] 1. The point directly overhead in the heavens. 2. Summit; peak.

zeph'yr (zĕf'ẽr), *n.* [L. *zephyrus*, fr. Gr. *zephyros.*] 1. a The west wind. b Any soft, gentle breeze. 2. Also zephyr yarn or worsted. A fine soft yarn or worsted, used for knitting and embroidery.

zin'ni·a (zĭn'ĭ·*a*), *n.* [NL., after J. G. Zinn (1727–1759), professor of medicine at Göttingen.] An American herb of the aster family, with hairy stem, opposite leaves clasping the stem, and flower heads with yellow or brown disk flowers and ray flowers of various colors. It is the state flower of Indiana.

The following tests are based on the discussions of the use of the dictionary in Steps 2 to 6 in the section on Spelling.

Part A

Number the following words in alphabetical order:

.... siesta	.... silage	.... signal
.... silhouette	.... significance	.... severe
.... soporific	.... sieve	.... siege
.... shelter	.... shilling	.... soften

Part B

Find the correct spelling of the following words, looking them up in the dictionary entries above. In this list they are spelled just about as they sound.

1. rench .....
2. zinnia .....
3. kwinine .....
4. zenon .....
5. raith .....
6. ucaliptus .....
7. sudonim .....
8. supine .....

Part C

The following words are often accented on the wrong syllable Divide each word into syllables and put the accent in the proper place. You will find all these words in the dictionary entries above.

1. address . . . . . 6. abdomen . . . . . .
2. exquisite . . . . . 7. quintuplet . . . . . .
3. lamentable . . . . . 8. sublet . . . . . .
4. allot . . . . . 9. abut . . . . . .
5. adult . . . . . 10. succor . . . . . .

Part D

Indicate the roots and prefixes of these words and give the meanings of both root and prefix. Use the dictionary entries above if you need to.

	Root	*Meaning*	*Prefix*	*Meaning*
expose	. . . . .	. . . . .	. . . . .	. . . . .
address	. . . . .	. . . . .	. . . . .	. . . . .
interlude	. . . . .	. . . . .	. . . . .	. . . . .

Part E

From the dictionary entries pick out the right meaning for each of the italicized words in the following sentences and write the number and the meaning in the space below the sentences.

1. After *priming* the pump we were able to quench our thirst.

   Meaning No. . . . . : . . . . . .

2. Water is a better *medium* than air for conducting sound.

   Meaning No. . . . . : . . . . . .

3. The fall *wrenched* his arm from its socket.

   Meaning No. . . . . : . . . . . .

4. We were greeted by an old family *retainer*.

   Meaning No. . . . . : . . . . . .

Part F

On page 118 there is a list of items, in addition to the regular word list, which are often found in a good dictionary. Not all dictionaries contain the same materials in addition to the main word list, and large dictionaries, of course, have more than small ones. If you wanted to know the following things, which ones would you be likely to find in a fairly large dictionary? Put an X in front of each item which you might expect to find in a dictionary; then after the item tell where in the dictionary you would look first.

.... 1. A list of the presidents of the United States .....

.... 2. The difference between a cornet and a trumpet .....

.... 3. The population of Philadelphia .....

.... 4. When Louis Pasteur was born .....

.... 5. The silver production by years in the United States .....

.....

.... 6. How to pronounce Sault Sainte Marie .....

.... 7. A short history of the Crusades .....

.... 8. Whether to capitalize the Fourth of July and Labor Day ...

.....

.... 9. How to spell Wahoo, a town of about 2,000 people in Nebraska

.....

.... 10. A word that rhymes with *sphinx* .....

.... 11. The abbreviation for specific gravity .....

.... 12. A list of the kings of England .....

.... 13. Where McGill University is located .....

.... 14. How to spell the name *Eloise* .....

.... 15. How to spell *rheumatism* .....

SECTION III

Letters, Money Orders, and Telegrams

Writing Good Letters

When you take the trouble to write a letter you want to make it count for something. You want to tell something or get something done—and very likely you want to get a letter in return. Almost everybody likes to get letters, even though few people like to write them. And one of the best ways to get them is to write them and to write good ones.

Most of your letters will probably be personal, written to relatives or friends. If you make them interesting and put your return address on them plainly, your chances of getting answers will be a lot better than if you say nothing and show that the whole job is painful to you.

A Letter Represents the Personality of the Writer.

Once in a while, also, you will have to write about business. You may be asking for information or taking care of money matters, and later you may be writing for a job. Most business letters are written to people who have never seen the writer; so it is very important that a business letter make a good impression if it is to do what you want it to do. Since business letters follow a very special form, you should know how to use that form.

The following pages will give you some helpful suggestions on the writing of letters and a number of exercises to enable you to practice using what you have learned. There is also some useful information on how to send money by mail or telegraph and how to make the best use of telegrams at the least expense.

The material on letters has neither a Pre-Test nor a Review Test. That is partly because the section is short and there are plenty of exercises in it. You may want to use it less for thorough study than for reference. Whichever your purpose, work out the exercises.

afternune

Dere Sal i got awful
loansum four the old
gangue don't never see nobody
or do nothin just gard
duty and stuff all the
time so plees rite me sum
thing nice and funny I am
so board I cant stand it
its bin a long time sence
I got your last letter thats
why I am riting now. solong
i dont want to rite no
moar.

Joe.

P.S. We got transfur
to another Poast
were in lost angeles
Now. xx

Personal Letters

STEP 1

FORM

On the opposite page is a letter from Private Joe Droop to his girl Sal Sneed, back home. Read it and see what you think of it.

There are so many things wrong with Joe's letter that instead of explaining them all at once let's first suppose that Joe rewrote his letter this way:

UNITED STATES ARMY

Bty. 207, Post 81
Los Angeles, Calif.
June 19, 1943

Dear Sal,

Well, here we are at a new post. They say we're in Los Angeles, but we're right on a cliff over the ocean, and the city is about 15 miles away. We don't have much to do except guard duty and stuff but it's swell to be in sunny California for a change after North Dakota.

I get pretty lonesome for the old gang, and I'd give a million (ha, ha!) to see you. It's been a long time since I got your last letter. So please write me soon and please make it something funny. Sometimes I get so bored I could yell.

We don't get much news, so the more you can give me the better.

Yours sincerely,
Joe

Now let's compare Joe's two letters, point for point.

1. The first one was written carelessly on a scrap torn out of an old paper bag. Joe probably would slick up a bit if he had a date with Sal; so he should slick up his letter too. The second letter was written in ink on good white paper. You can get letter paper with the Army or Navy seal or the name of your camp, if you want it, at a post exchange or canteen.

2. In Joe's first letter the lines run down hill sloppily toward the right. Make the lines of a page of writing as even as you can, and try to keep a straight margin at both sides.

3. Notice the bad grammar, misspelled words, and poor punctuation in the first letter. Every letter you write should be as correct as you can make it.

4. Joe's first letter does not tell where he is or how Sal should address a letter to him. Los Angeles is a big place, and without his address Sal probably would find a needle in a haystack as quickly as she would find Joe.

In a good personal letter there are five standard parts which should always be present. They are (1) the heading; (2) the greeting; (3) the body of the letter, that is, the letter itself; (4) the complimentary close; and (5) the signature. In the box below, these five parts appear in the positions which they should occupy in every letter.

1. *Heading* ——→ (writer's complete address and the date of the letter)

Bty. 207, Post 81
Los Angeles, Calif.
June 19, 1943

Dear Sal, ←—— 2. *Greeting* (a phrase usually including the name of the person written to)

3. Body of the Letter (the letter itself—naturally, much more important than anything else except your address)

Yours sincerely, ←—— 4. *Close* (a phrase which says, in effect, "Good-by until the next time")

5. *Signature* ——→ **Joe** (your nickname, first name, or full name, depending on how formal you want to be)

Notice in the heading the commas between the battery number and the post, between the city and state, after the day of the month. After the greeting use a comma, not a colon, a dash, or a colon and a dash. Use a comma also after the close, but use a capital letter for only the first word of the close. Write "Yours sincerely," not "Yours Sincerely." That is, capitalize only the first word of the close. Put a comma after the close. Use no punctuation after your signature.

In the sample the three lines of the heading are aligned at the left, but you may also use the following slanting arrangement and may put commas after the first and second lines and a period after the third, as follows:

Bty. 207, Post 81,
Los Angeles, Calif.,
June, 19, 1943.

But the other form, because it is simpler, is preferred.

Sometimes the heading is put at the left margin just below the signature. This makes the letter less formal.

ENVELOPES

Here is an envelope that is addressed correctly:

Pvt. John Smart
Hq. Btry. 786 C. A. Bn. (AA)
Fort Bliss, Texas

Miss Susan Rutledge
617 10 Street
Mobile
Alabama

Put the name of the person who is to receive the letter just below the middle of the envelope and toward the right-hand side. Directly below the name put the street address, the city, and the state. If you abbreviate the name of a street, an avenue, or a state, put a period after the abbreviation. Notice that when the street has a number (10) instead of a name (Main), that number should be carefully separated from the figures in the house or building number. Write "617 10 St.," not "61710 St." Notice also that the envelope on the previous page has the writer's address typed clearly in the upper left-hand corner. If you do not type but use a pen, be careful to write your address clear enough to be read without difficulty.

EXERCISE

The following passage contains all the material for a letter from Private Edward Sweeney to his parents. His father is John L. Sweeney, who lives in Cross Corners, Connecticut, at 712 East Street. But the material of the letter is not in the right order. Read it carefully; then in the space below rewrite the letter, using all the correct details of the letter form and putting the material of the letter in the best order you can.

Ever since I got here I have been feeling awful. I am in the 319th M.P. Company. Where our outfit was moved to this post I was feeling fine. It was good to get your last letter and to hear that you like the new house so well. I hope I can get leave soon to come home and see it. Today is July 17, 1943. Well, dear Mom and Pop, I'd better stop now. It's time to go to bed and anyhow I think I'm going to begin sneezing 'again. Your son Ed. I was in the hospital most of last month. My nose was all stuffed up and my eyes watered and I sneezed all the time. They said I had an allergy, but it is just plain old hay fever. There is a funny kind of weed around here which causes it. We don't have any of those weeds back home in Connecticut. We are at Jefferson Barracks, Missouri.

Rewrite Ed's letter in the space on the opposite page.

Now make out an envelope for it:

Check your version of Ed Sweeney's letter, and the envelope for it, with the Key. Your version may differ from the Key slightly, but it shouldn't differ very much. The order and wording of the sentences in the body of the letter may differ somewhat. The heading, greeting, close, and signature should be practically the same.

STEP 2

CONTENTS

When you write a letter you should keep several things in mind if you want to make your readers glad to hear from you. Chuck's letter to his friend Hank, on the opposite page, shows most of them.

Here are a few things to remember about the contents of a personal letter:

1. Try to see the person you are writing to and to talk to him on paper. Obviously Chuck was writing directly to Hank almost as if he were talking to him.

2. Begin with something that will make your friend feel good about your letter or make him seem to be right there with you. If you were Hank getting Chuck's letter, you would probably feel that he thought a lot of you even though he hadn't said it in so many words. Evidently the two had a fine time in New York, and Chuck wants more of the same.

3. Avoid dull or insulting opening sentences, such as "As I have nothing special to do, I guess I'll answer your letter," or, "I've got only a couple of minutes, so I might as well write to you."

4. Think of your friend's interests and say something about them. Notice that Chuck mentioned Hank's work. Also, his comments about people they both know would make Hank feel that Chuck is talking directly to him.

5. Write about things you have been doing that would seem important or interesting to your friend. Chuck's experience with the ship's plumbing is amusing.

6. Close with a definite and personal message, not a cut-and-dried expression. Notice Chuck's closing sentence. How much better it is than one like this: "Well, that's all for this time." Always try to close with a sentence that really says something.

UNITED STATES NAVY

At sea
May 5, 1943

Dear Hank,

You'd better get back to New York, and get back in time for my next leave. I'm honin' for a visit, and know that my only chance of one is to lure you up to the big city again.

Your work sounds fine and something that is sorely needed. Morale work is always important in every branch of the service. More power to you.

The ship is leaking, or at least there are drops here on the sheet. When it is windy we creak and groan, and water drops down from odd corners. I resent it most when it gets the bunk wet in spots, or hits me in the back of my neck when I am bending over to wash my teeth. My chief gripe is the plumbing. When the ship hits a wave the air pressure in the lavatory drain backs up with a rush and the water squirts in your face. It makes washing the face very difficult, for the pressure is such that the stopper won't stay stopped.

Easter was a great day for me. Bob had leave over Sunday from his camp in Maryland, and I called Bill to come down from Boston. It was a beautiful day, warm and all, and after the services at the Cathedral of St. John we joined the Easter parade along Fifth Avenue to Radio City. In the afternoon a choir stood at one end of the interior court and sang Easter music. It was too bad Bob and Bill had to go back so early, or we could have made a night of it. Even so, it was good to see the boys again and find out their goings-on. Bob is flourishing in the Army; Bill is the earnest student and so much in love it's wonderful.

I'm waiting to show you the hot spots of New York when you can make it, which I hope will be soon.

Sincerely,

Chuck

EXERCISE

A

Private Bill Smith of Bty. 216, stationed at Fort Bliss, Texas, wants to write a letter home. He has owed one for a long time and has kept putting off writing it because he felt he didn't have anything to say and because he hates to write letters. He gets out pen and paper and sits down on his cot. Slowly he writes "Dear Mom and Pop," then sighs and stares at his shoes. He thinks back to the day before when unexpectedly he was called into the company office and told he had just been made Private First Class. Again in his imagination he throws out his chest, salutes smartly, and shakes the hand of tough old Sergeant Freeman. In fact, Bill feels pretty good about the whole thing. Then he remembers how he and a couple of guys got a pass for the evening and went into town to celebrate Bill's new stripe. They saw a swell movie called "Casablanca," had a couple of drinks, then had to run like the devil to get back to camp in time.

Suddenly Bill comes back to himself and groans again. Then grimly he begins to write, and this is his letter:

> Dear Mom and Pop:
>
> Its been a long time since I wrote you all so I guess I'd better. There ain't much happens. We have drill all the time and we work hard and we get pretty tired.
>
> It sure was good to get your last letter with all the news in it about you and everybody else. Don't worry about me none I'm all right.
>
> Your son,
> *Bill*

How much does Bill's letter tell about him? Has he told the most interesting and important things that have happened to him? How much of a picture will his family get of what he has been doing?

Pretend that you are Bill and rewrite the letter in the space below, telling everything you know about Bill that you think his parents

would want to know. Then check with the Key. Naturally, the letter you write will not be exactly like that in the Key, but the material in the two letters should be nearly the same.

B

Following is a list of topics which may be of interest to people you write letters to. Read the list carefully. How many of these topics have you ever written about?

Army (or Navy) food
Something funny or interesting that happened on maneuvers or at drill
One of your pals
Your uniforms and equipment
Your camp or post
What you plan to do after the War
Life at home before you went into the Army
What the town or city nearest your post is like
What you did when you had your last pass
Movies you have seen or books you have read
What the boys in your unit are like
What you and your pals talk about
How it feels to be under fire
People or places you have seen in occupied lands

Probably you owe at least one letter which you haven't written because you felt you didn't have anything much to say. Using good letter paper, write such a letter and work into it something about one or two of the topics mentioned above. You should find that letters are a little easier to write if you have something definite to say. If you like the letter you have written, mail it.

In the space below jot down any other topics, something like those above, that you think you might be able to use in letters you will be writing. Keep your list in mind.

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II

Business Letters

STEP 1

FORM

Not all the letters you write during your lifetime will be to people you know, and not all of them will be letters of a personal kind. Some of them at least will be about business matters.

When you are writing to someone you have never met, it is even more important to make a good impression than it is when you are writing to a friend. A stranger has only your letter to judge you by, and if you want him to do something for you, the letter should be as good as you can make it. Since business letters follow a special form, you should know that form.

On pages 172 and 173 you will find two letters applying for a job. Which do you think would be more likely to get what the writer wants?

In a business letter what you say is of first importance, but, if the appearance of the letter is bad, what you say will lose much of its effect. Pay attention to these rules for the form of business letters:

1. Use unlined white paper about $8\frac{1}{2}$ x 11 inches.
2. Write on only one side of the paper.
3. Use black or blue ink or a typewriter.
4. Keep a margin on both sides of the page.
5. Balance your material on the page. If the letter is to be short, begin fairly low on the page and leave wide margins. If the letter is to be long, begin high and leave smaller margins.

In the letter on page 172 the writer has two strikes on him from the start. His letter is sloppy, badly spaced, and poorly written. The letter on page 173, however, makes a good impression because it is neat. It is also well written and courteous and gives full information. In a business letter, whether typewritten or handwritten, neatness, correctness, courtesy, and fullness of information are essential.

Western Elec. Co.

I was in the army until 2 weeks ago when I got disbanded. Now I want a job as a linesman or something like that. I was in the signal corpse. Have you got any job I could do?

Pat Clancy

5612 Embury Ave.
Seattle, Wash.
April 10, 194-

The Western Electric Co.
910 Main Street
Seattle, Wash.

Gentlemen:

I am writing you to apply for a position as linesman or electrical worker with your firm.

I graduated from the Arlington Technical High School in Seattle in June, 1943, and was inducted into the Army in July of that year. After my basic training I was placed in the Signal Corps and remained in that branch of the service until my unit was demobilized and I returned home several weeks ago. My grade at the time of discharge was Technical Sergeant (First Class).

In the Army I had a good deal of experience laying telephone wires and installing and repairing telephone instruments.

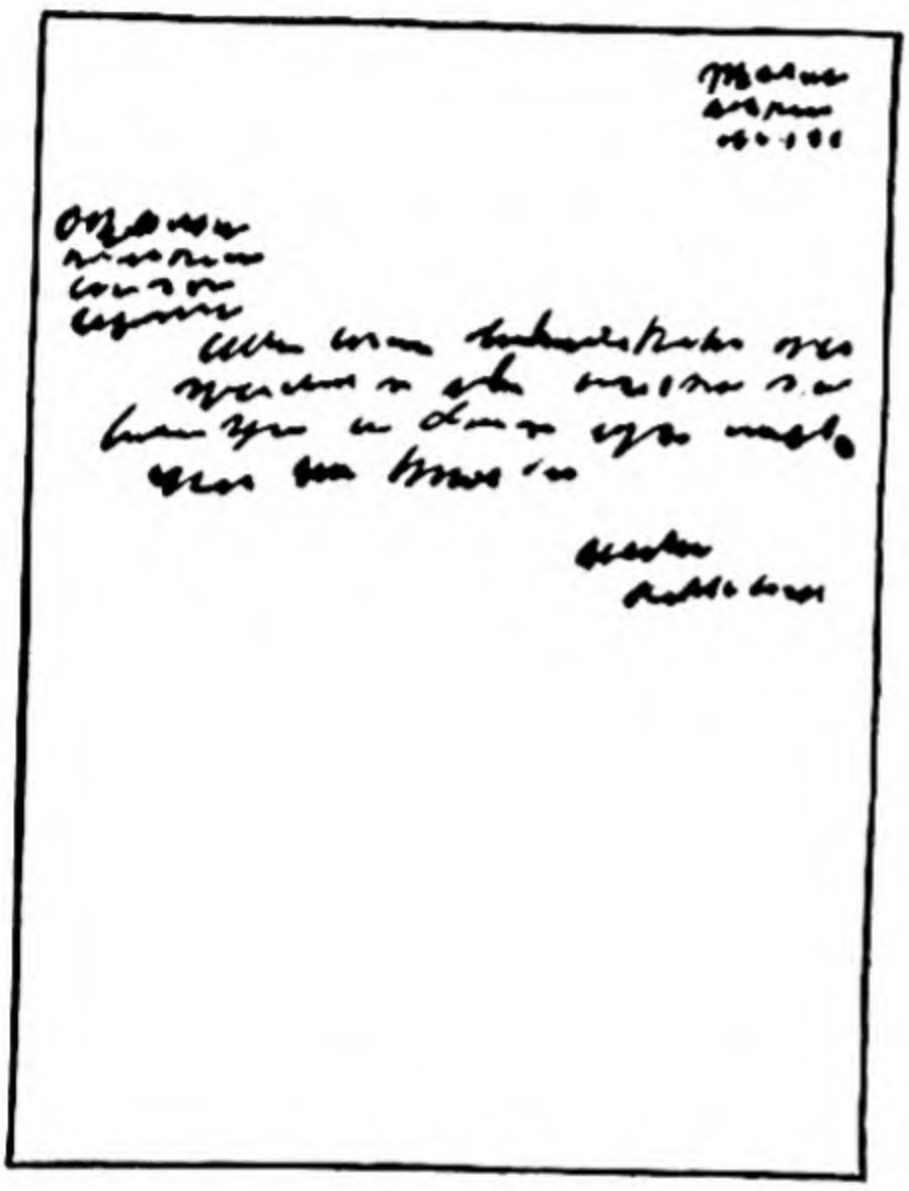
I shall be glad to supply you with a complete statement of my military record if you wish it, and I would appreciate it if you could give me a personal interview.

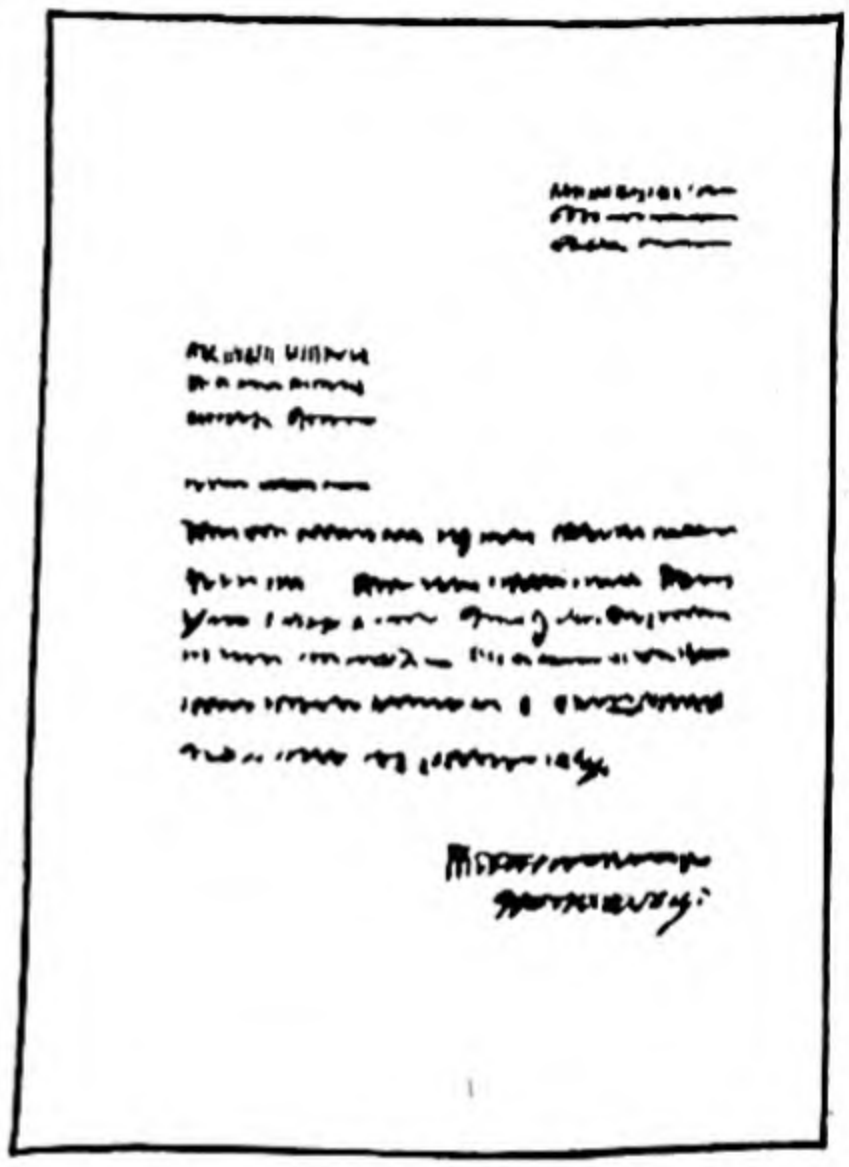
Very truly yours,

William L. Martin

William L. Martin

Here are two samples of letter placement. The one on the left is poorly proportioned; the one on the right is well proportioned.





There are some special points to keep in mind about the parts of a business letter.

1. The **heading** is like that of a friendly letter. It requires two or three lines and contains the writer's street address or military address, his city and state, and the date. Use commas between the city and state, and between the day of the month and the year. Put periods after abbreviations if you use them, but it is better not to use them unless the names are very long. (See William L. Martin's letter on page 173.)

2. Beginning at the left margin and below the heading is the **inside address.** This includes the name and address of the person or firm to whom the letter is being written. Be sure to get this exactly right. Know whether you are writing to an individual, a company, a co-operative, corporation, commission, bureau, or society. Use a comma between the name of the city and that of the state and periods after abbreviations. Here are several examples:

To a corporation:

The General Electric Company
Schenectady, New York

To an officer of a business firm:

Mr. John Q. Rice
Townsend Stores, Inc.
1972 West Mason Street
Buffalo, New York

To an individual:

Mr. David S. Small
9711 Main Street
Newport News, Virginia

3. The third part of a business letter is the **greeting,** or **salutation,** which comes directly under the inside address. Capitalize the first word and the title (Sir, Madam, etc.), and put a colon (:) at the end. Here are several examples:

To a man whom you do not know:

Dear Sir:
My dear Sir: (more formal)

To a woman whom you do not know:

Dear Madam:

For a slightly less formal beginning:

Dear Mr. Jones:
Dear Miss Smith:
Dear Mrs. Brown:

For a business firm or other group when you are not writing to a particular individual:

Gentlemen:

4. Next comes the **body** of the letter. More will be said about that on pages 177–180.

5. The **complimentary close** follows the body. Begin it near the middle of the line. Use a capital letter for only the first word. Put a

comma at the end. The commonest phrases for the complimentary close of a letter are these:

Very truly yours,
Sincerely yours,
Respectfully yours,

6. The **signature,** your name as you always write it for business, comes just below the complimentary close.

EXERCISE

Following is the material of a good letter making application for a job, but the material is all scrambled. Straighten it out and put it in the correct business-letter form. Write your version in the space below, in the name of Edward Lawson. Then check with the Key.

During the war I was in the Quartermaster's Corps of the Army. For three years before I was inducted I was a salesman for the John W. Robbins Wholesale Grocery Company of Tulsa, Oklahoma. In the Quartermaster's Corps I assisted in purchasing canned foods for the Army. All together I have had five and a half years' experience in the wholesale grocery business. My present address is 1263 Hayworth Street, Tulsa, Oklahoma. The date today is May 9, 194–. Very truly yours, I am writing you to apply for a position in the wholesale grocery department of your firm. When my unit was demobilized I held the grade of sergeant. Gentlemen: The following persons will, I believe, supply recommendations for me: Mr. George S. Molton, buyer for the Robbins Grocery Company, 1362 High Street, Tulsa; Mr. Edward S. Emery, attorney, Humboldt Building, Tulsa; Mr. Thomas P. Grogan, Principal, East High School, Tulsa. I shall be glad to furnish you with my complete military record if you wish it. Letter to Harris & Tomkins Grocery Co., 1216 Prairie Ave., Chicago, Ill. I should like to live in Chicago, and I have long wanted to be associated with a large firm such as yours.

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STEP 2

CONTENTS

Did you notice the contents of the letters which Pat Clancy and William L. Martin wrote asking for a job with the Western Electric Company? Pat told very little about either himself or his qualifications except that he had been in the Army and now wanted a job. He didn't seem to know even what kind of job. Martin told about his education, when he was inducted into the Army, when he was discharged, and just what his military experience had been.

Before you write a business letter, do some thinking and planning.

Suppose you have heard a little about the great number of jobs that are open in the Civil Service and want to find out more about them. Here is a letter you might write:

U.S.S. North Carolina
Fleet Post Office
New York, New York
September 11, 1943

Civil Service Commission
St. Louis, Missouri

Gentlemen:

I am a Machinist's Mate in the United States Navy. I hope to return to St. Louis to live after the war and would like to use the experience which I have had during the war in getting a job.

I understand that there are jobs obtainable through the Civil Service Commission, and that examinations are held for various kinds of work at regular stated times. Could you let me know which examinations I am fitted to apply for when the war is over, and when and where they will be given?

Very truly yours,
John Smart
John Smart

If the writer lives or expects to live in a fairly large city, he can write to the Civil Service Commission in that city. If he lives or expects to live in a smaller place, either he can find out from a post office where he should write, or he can write directly to the central office of the Civil Service Commission in Washington, D.C. As you may know, the kinds of workers placed in Civil Service range from laborers, carpenters, boilermakers, etc., to administrators, accountants, doctors, and economists.

Here are the things you should do when you write a business letter:

1. *Organize your ideas.* First, think what you should say, then arrange your material in clear and logical order. Put closely related ideas together into paragraphs. A paragraph always begins about a half inch in from the left margin.

It's Hard to Make Sense of a Badly Organized Letter.

If you are applying for a position, your first paragraph might state that fact and say something about your general qualifications—age, education, and so on.

In a second paragraph you could state the particular experience which qualifies you for the job you seek.

In a third paragraph you might give your military record or a list of references—the names, addresses, and positions of responsible persons who know you and can speak for your character, personality, and skill or knowledge.

2. *Say everything you need to say.* Always be sure that you have included everything that the person reading the letter will want to know. If you are writing for information, tell who you are, what information you want, and, if necessary, why you want it. State your request clearly enough so that your reader will know exactly what you are asking. Otherwise he may not know how to answer you.

3. *Come to the point quickly.* Use no more words than you need in order to be clear and complete, but avoid those worn phrases which some people wrongly think of as good business language—phrases like *yours rec'd, beg to state, enclosed please find,* and so on

Use complete sentences; do not leave out necessary words.

4. *Be courteous.* Write in as friendly and as kindly a way as you would speak.

EXERCISE

Write a business letter asking for information. The situation is described below, but not all the information is important to the letter. Select the necessary details and write the letter. Here is the material:

You are John Hurlbutt, just discharged from the Army. You are at home with your parents and ten-year-old red-headed brother at 610 Selma Street, Fremont, Nebraska. Your father is a house painter there. You have helped him, but do not like the work. You have a job in Omaha as an ice-cream packer for the Nebraska Consolidated Creamery and will begin work on September 1, 194–. Your hours will be from nine to five. It is now August 20, 194–.

You have not finished high school but did attend Central High School in Fremont for two and a half years. You played quarterback on the football team there. You see now that having a high-school diploma would probably help you to get a better job.

In the Army you took two self-teaching courses from the U. S. Armed Forces Institute at Madison, Wisconsin, a beginning course in physics and a course in review arithmetic.

Lane Technical High School, 420 Greenleaf Avenue, Omaha, Nebraska, has evening courses. You don't know what courses are offered, what the tuition is, when the classes meet, who the teachers are, or just what you should take. You would like another course in physics and one in advanced algebra. You would like to know whether Lane will give you credit for your U. S. Armed Forces Institute courses. You have your Certificates of Proficiency for those courses, but you don't know whether you or Lane should write to Madison, Wisconsin, about the matter as well as to Fremont about your high-school credits there.

As John Hurlbutt, write the letter to Lane Technical High School in the space below, then check your letter with the Key. The body of the letter may be slightly different from that in the Key, but the things you say should be about the same. Say everything that should be said, but no more. Come to the point and be courteous throughout.

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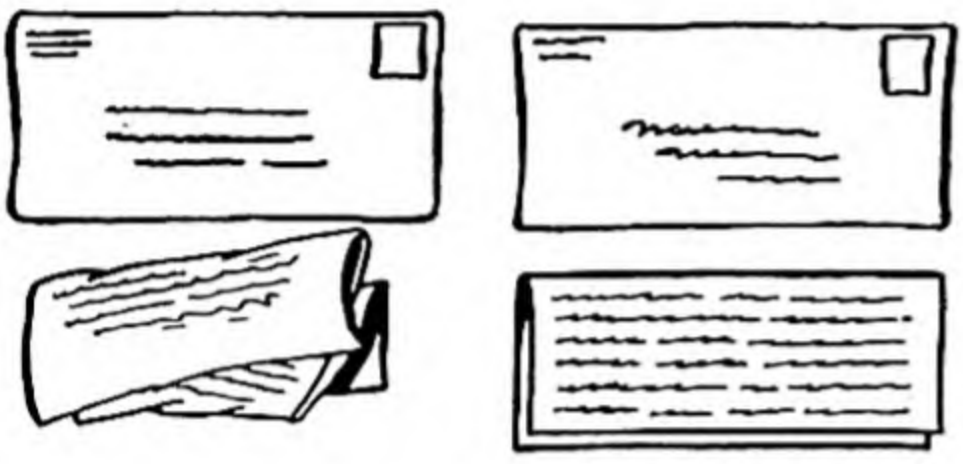
STEP 3

HOW TO FOLD A LETTER

Whether you tie your necktie sloppily or well is certainly no matter of life and death, but most fellows prefer to tie theirs neatly. Also, whether you fold a letter well or badly is a little thing, but, like a necktie, the appearance of a letter is one of those little things that people notice.



Here are two letters, one folded in a wad, the other neatly creased to fit the envelope.

Most of the letter paper you buy has envelopes with it, and a little bit of experimenting will show you how the paper is meant to be folded to fit the envelope. Here are some of the most usual shapes.

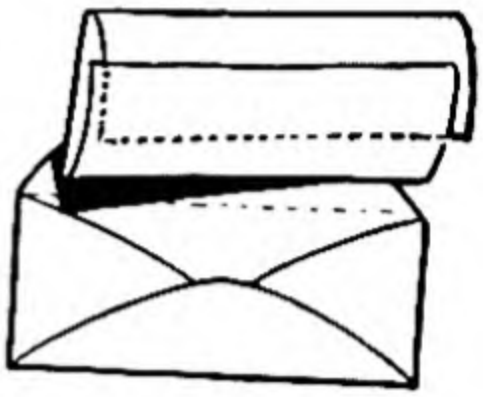
Double sheet.
Fold once in the middle.

Single sheet.
Fold once in the middle.

Single sheet. Fold about one third up from the bottom, then about one third down from the top.

Even if your paper and envelopes do not match, with a little care you can usually make them fit fairly well.

Business letters are usually written on $8\frac{1}{2}$ x 11 inch paper and fit a small envelope about $3\frac{1}{2}$ x $6\frac{1}{2}$ inches or a large one about 4 x $9\frac{1}{2}$ inches. Consequently, business letters are usually folded in one of two ways. For a large envelope fold the sheet nearly one third up from the bottom and nearly one third down from the top, then slip the letter into the envelope in the position shown at the right.



For a small envelope first fold the letter just below the middle, so that the bottom edge will come not quite to the top edge, as in the illustration at the left.

Then, with the folded edge toward you, fold the letter over from the right. This fold should be almost one third of the width of the paper. Notice the way in which this has been done in the illustration at the right. Then make another fold of about the same width from the left so that the left edge of the paper does not quite reach the fold at the right. After this fold has been made, the letter should look like the one you see in the two views at the left. The first of these shows the paper in the process of being folded. The second shows it lying flat, after all the folds have been neatly creased flat.

Finally, slip the letter into the envelope in the position shown at the right. You notice that the top and bottom of the sheet are at the left edge of the envelope. If the letter is held in this manner, it slips into the envelope easily and unfolds right side up when it is taken out.

Never fold a letter two or three times crosswise and then lap it over until it is narrow enough to be crammed into the envelope. Try to figure out how the paper was meant to be folded and fold it that way.

EXERCISE

Indicate by placing a check mark after "Right" or "Wrong" whether the letter in each of the sketches below is folded correctly or not. Then check your answers with the Key.

1. Right ....
   Wrong ....

2. Right ....
   Wrong ....

3. Right ....
   Wrong ....

4. Right ....
   Wrong ....

5. Right ....
   Wrong ....

6. Right ....
   Wrong ....

7. Right ....
   Wrong ....

III

Money Orders and Telegrams

STEP 1

MONEY ORDERS

If your pay is burning your pocket and you want to send some of it home or to a bank, don't just stuff a couple of tens into an envelope and mail it. Get a money order. You can do this easily in either of two ways.

If you are in no special hurry about getting the money to its destination, go to the nearest post office and fill out a money-order blank with the name and address of the person who is to receive the money, the amount of money you wish to send, and your own name and address. Hand this to the clerk along with the money, plus a small service charge. He will then give you a **postal money order** which you can send through the mails. You needn't have any headaches about what will happen if the envelope gets lost, for you will have a receipt, which you should keep in a safe place until you know the money has arrived.

If you want to send money more quickly than the mails will take it, you can get a **telegraph money order** at the nearest telegraph office. There you can send it at the straight telegram rate and have it delivered in slightly over an hour, or you can send it by the much cheaper night-letter rate and have it delivered the following morning.

EXERCISE

A

Suppose you have just been paid and you figure you have $15 more than you will need for the month. Also, one of your pals has paid you $4.50 which he owed you. Your family needs money badly, and you would like them to get this money by tomorrow morning. Decide

how you would send the money, then check with the Key. You need not write out the message.

B

Suppose that your girl's birthday is Saturday, June 5. It is now May 25. You want to send her three dollars' worth of flowers on her birthday. Her name is Mabel Seely, and she lives at 612 Maple Drive, Webster Grove, Missouri. The H. C. Hawes Florist Company is at 972 Main Street, Webster Grove. You are Dwight Boyd, 389 Gp. 564 Sq., Biggs Field, Texas. What will you do about the birthday? Write your answer in the space below.

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C

Suppose you are Thomas McGuire and are in Co. C 774 Tank Dest. Bn., Camp Hood, Texas. You have a savings account in the West End Bank, 917 Broadway, Kansas City, Missouri. You have no checking account in any bank. You have $25 which you would like to put into your savings account, but there is no special hurry about when the money gets there. You have left your bank book with the bank, so they can enter deposits when you send money. How would you send it? If you think that you should also write the bank a letter, write the letter in the space below.

STEP 2

TELEGRAMS

Doubtless you've sent telegrams and know how to send them, but there may be a few little facts about them which will be useful for you to know. Here are some of them.

1. Are you sure you know the difference between a telegram, a day letter, and a night letter?

a. **A telegram** is the most expensive and the quickest. It is usually delivered anywhere in continental United States within an hour or a little more. The cost depends on the distance. The lowest rate is for 10 words.

b. **A day letter** usually reaches its destination in from an hour and a half to two hours. In a day letter you can send 50 words for one and a half times the cost of a 10-word telegram.

c. **A night letter** is the cheapest of the three. It may be sent any time up to 2 A.M. for delivery by 8 or 9 A.M. the following day. The cheapest rate allows you 50 words.

2. If you are in the United States and have a pass or a furlough you can send a 15-word telegram about your trip for 35 cents. To do this send a **tourate message.** But remember this message can be used only for trips—the time you expect to arrive, where you will be, when you will start, how long you will be able to stay, and other details which actually relate to travel.

3. If you are anywhere overseas, you can send a message to the United States for 60 cents, and anyone in the United States can send one to you for the same price, provided one of 106 standard messages known as **Expeditionary Force Messages** is used. Also, if you are in service overseas, you can send home a message which you write yourself for half what it would cost a civilian.

4. Most important of all, when you write a telegram be sure you say what you want to say. Sometimes it is hard to get everything into 10 words, and you have to work over it a bit. The trick is to cut all unnecessary words and still say as much as you can.

Suppose Private Sid Stokes has just been granted a 10-day furlough and wants to let his family know about it right away. He may want to tell them something like this:

Mr. and Mrs. Sidney Stokes
1928 South Sixth Street
Springfield, Ill.

Dear Folks,

This morning just after I had washed a jeep clean and was going back to the barracks, the sergeant told me that I could have 10 days' furlough. He was pretty nice about it. So I will leave camp at 7 tonight and come home. I should get into the Wabash Station at Springfield on the train that arrives there at 6 A.M. Friday. It sure will be nice to get home.

Sid

You see right away that a good deal of what Sid would like to say is hardly necessary in a telegram. Also, this message would cost eight times as much as he needs to spend. The important things are that he has 10 days' leave and will get home at such and such a time. So he should cut his message down to something like this:

Charge to the account of _____ $_____

DOMESTIC / CABLE

WESTERN UNION 1206

A. N. WILLIAMS, PRESIDENT — NEWCOMB CARLTON, CHAIRMAN OF THE BOARD — J. C. WILLEVER, FIRST VICE-PRESIDENT

CHECK

ACCOUNTING INFORMATION

TIME FILED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

WANT A REPLY?
"Answer by WESTERN UNION" or similar phrases may be included without charge.

July 20, 1943

MR AND MRS SIDNEY STOKES

1928 SOUTH SIXTH STREET

SPRINGFIELD, ILLINOIS

HAVE TEN DAY LEAVE ARRIVE HOME WABASH SIX FRIDAY MORNING

SID

Here Sid's message is cut down to the necessary details, and he has used only ten words. The address and signature do not count as words in a telegram.

Notice that each number and each abbreviated word counts as a word. Thus, "six" is one word; "six-fifteen" would be two words; "6 A.M." would be three.

In a telegram all unimportant words should be left out, but the message must be clear.

EXERCISE

A

Suppose your kid brother, Bill Maxon, aged 14, who lives at 2423 Woodlawn Avenue, Butte, Montana, has wired you that he is planning to go on a fishing trip tomorrow afternoon but can't find the equipment he needs because you packed it and stored it away before you went into the Army. You want to tell him these things: The rods,

reels, and flies are in a cardboard box behind Grandma's trunk in the northeast corner of the attic; the creel is in the basement behind the furnace; the hipboots are in your old brown duffel bag in the back of your closet.

You want to help the kid out, but you think it's only fair that he should pay for the message. Decide how you would send it, then write it out. Check with the Key.

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B

Suppose you are stationed at Jefferson Barracks, which is about ten miles from St. Louis, Missouri. There are a post office, a telegraph office, and a telephone booth. You have a 12-hour pass for today and plan to go in to St. Louis for the afternoon and evening. You know a girl there named Helen Sparks. She lives at 4812 Cates Avenue. You want to spend your time with her. You could wait and telephone her in town, but you are afraid if you do that she may have another date. How would you reach her? Check your answer with the Key.

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C

Suppose you are Jim Canning and are stationed at Camp Edwards on Cape Cod, Massachusetts. Your family, Mr. and Mrs. A. J. Canning, live in Worcester, Massachusetts, at 619 River Street. You know a girl, Betsy Potter, who lives at 212 Clarendon Street, in Boston. You get a 10-day leave beginning tomorrow, Tuesday, morning. You plan to go home and to stop off in Boston for one day and evening. You can get a bus from camp early in the morning which will get you into Boston at 11 A.M. You can get another bus from Boston at 10:30 P.M. which will get you to Worcester at about midnight. You would like to see Betsy while you are in Boston, and you think the lobby of the Statler Hotel would be a good meeting place. What would be the best way to let your family and Betsy know your plans? Decide what kinds of messages you would send and write the messages in the spaces below. Check your answers with the Key.

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D

Suppose that you have just got back to camp after a furlough spent at home and find that you left your shaving kit in the family bathroom. Naturally you want it back as quickly as possible. Decide what kind of message you would write. Then write the message in the space below.

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Key

SECTION 1

PRE-TEST

Basil finished his plan and read it over carefully. He had written the following:

Professor Adrian Gohl, the chemist, was found dead in his workshop in Nutley, N.J., at 9 A. M. [or a. m.] Sunday. The cause of death was chloroform. The time of the attack was 6:49, as was shown by the victim's broken watch. Nothing was missing, but the cabinet containing papers had been tampered with. The coupé was gone from the garage beneath the workshop. The body was found by the servant who called Gohl for breakfast.

The missing car might later be found at the bottom of the Hudson River near Yonkers.

There was one chance in a million that the plan wouldn't work, but Basil was sure he was one man in a million.

Gohl had fired him after years of service. What if some of Gohl's formulas had been found among his papers? They didn't prove anything against him. These borrowed records gave him almost, but not quite, all he needed. The missing link — [or (] and Basil meant to have it — [or)] must still be in the old man's private workshop. Any rubber company would pay a fortune for the complete formula.

At 5 P. M. [or p. m.] Saturday Basil made the first move. In the office of Dr. Dorman he described a sudden attack of dizziness, shortness of breath. The physician said it was a slight nervous indigestion, wrote a prescription.

"Thank you, Doctor; I feared it was my heart," said Basil.

It was almost 2 A. M. [or a. m.] when Basil reached Gohl's place on foot. The workshop was lighted. He mounted the stairs, knocked, and said, "It's Basil, Professor."

As he opened the door and peered out, the old man said, "Basil, you're here again? [or ! or .]"

"Isn't there a chance for me?" Basil asked. "I have no job."

"I bid you goodnight," Professor Gohl said sternly, "for this is no time to talk."

He turned away; [or .] Basil struck.

Putting on gloves, Basil soaked a cloth and bound it over the mouth and nose. He finally found the formula, copied it, took out the dead man's watch, set it forward to 6:49, and crushed the crystal.

The car slid out of the garage, and Basil turned into the highway. At seven o'clock at home he would call his doctor and say, "My heart again! It's very bad! [or .] Please come at once!" [or .] A perfect alibi.

Nearing the bridge, he wondered what all the excitement was. There were colored lights and a large crowd. Slowing down, he held out the exact toll, but his hand was seized and shaken. There were shouts and handclapping.

"Name and address, please? [or ,]" asked a smiling official who had taken the license number. What did it all mean?

Friendly replies came from all sides. The millionth! [or . or —] The millionth what? The official explained that his was the millionth car to cross the bridge. Tomorrow there would be a presentation—[or ,] a gold watch.

Yes, and tomorrow there would be news pictures of him, the murderer, in the murdered man's car. [or ,] The [or the] millionth car. [or ,] The [or the] one chance in a million.

Professor Gohl's coupé was found in the Hudson River according to the plan. There was only one change — Basil was in the car.

I

STEP 1

A

The Jap Minister of War asked Clear to demonstrate American boxing at the Tokyo Military Academy. Clear agreed. In return he asked to observe Japanese training methods in jujitsu. The general planned a bout between Clear and a jujitsu expert. The next two weeks I worked out with Clear a few minutes each day. He had done some amateur boxing and was in good shape. Lucky fellow. On the appointed day we went to the Academy's great gymnasium. General Ugaki presented us to the Prince Regent, who caused a sensation by his presence. Also attending were about 400 Jap officers dressed in gym clothes. I was astonished at their size. Many were six feet tall. All were hardened and blackened by the sun.

B

General Ugaki called one of his toughest-looking officers. He was Captain Kitamura. He was a jujitsu champion and had been chosen as Clear's opponent. Clear put out his hand. The Jap did not take it. Instead he bowed low from the waist. We had expected to use a 24-foot ring with canvas floor-covering and padded posts. Kitamura objected. He wanted plenty of space to stalk his opponent and a hard surface to slam him on. Clear objected. The general decided in his man's favor. Just try getting your way with a Jap. There were two sizes of gloves for Clear. There were big 12-ounce pillows and regulation 6-ounce mitts. Clear chose the pillows. I got his idea when Kitamura refused to let him use them. Clear told me later that he knew Kitamura would object to whichever gloves he chose. For that reason he picked the large ones.

C

Clear had asked that the bout be fought in three-minute rounds with no decision. The Japs had not objected. Now the general stepped in with new regulations. He wanted the contest waged just as it would be in battle. It should not end until one man or the other could not or would not go on. Otherwise it would prove nothing. Kitamura was a fine physical specimen. He was six-feet one and weighed 200 pounds. His hands were hard as iron and conditioned by years of breaking boards with the side of the palm. Clear stood six feet and weighed 185 pounds. He was a splendid type of young American fighting man. The Jap had a great advantage. Surround any fighter with his comrades and he has an advantage over his opponent. I was Clear's entire cheering section.

STEP 2

Only the last word and the end punctuation in each sentence are given.

A

(1) expendable." (2) that?" (3) men. (4) mean? (5) captured. (6) man. (7) mean?" (8) said. (9) expendable?" (10) answered. (11) it?" (12) said. (13) for?" (14) said. (15) boys?" (16) short.

B

(1) Three." (2) of. (3) each." (4) MTB?" (5) like?" (6) fast." (7) go?" (8) that. (9) boys?" (10) nodded.

C

(1) Harbor. (2) us?" (3) me?" (4) raid." (5) Waiting? (6) away?" (7) head. (8) first. (9) torpedoes. (10) war?" (11) do?" (12) head. (13) now. (14) later?"

STEP 3

A

(1) fight. (2) was! (3) Bong! (4) brutal. (5) right. (6) groin. (7) Zip! (8) it. [or it!] (9) welt. (10) Bang! (11) watering. (12) it? (13) bit! [or bit.] (14) nose. (15) hard! (16) uppercut. (17) off. (18) rang. (19) been!

B

(1) whip. (2) sides. (3) ribs. (4) Whoosh! (5) groggy! (6) groin. (7) one-two. (8) mad! (9) error. (10) one! (11) again. (12) head. (13) Crash! (14) delight. (15) gong. (16) Bong! (17) it!

C

(1) white. (2) mad! (3) insulting. (4) laughing. (5) Fool!" (6) kill. (7) in. (8) him. (9) face. (10) hammer! (11) teeth. (12) jaw. (13) all! [or all.] (14) again. (15) face.

II

STEP 1

Only the words thrown into the sentence and the words before and after that expression are given.

A

(1) father, no doubt, told (2) In short, he (3) Yes, mine (4) Well, I'm (5) On the other hand, I (6) Gosh, the (7) You see, one (8) Consequently, I (9) Now, as a matter of fact, maybe (10) Anyway, [or no mark] this (11) area," of course. (12) doing, as a matter of fact, was

B

(1) Naturally, we (2) clothes," of course. (3) However, they're (4) hat, you may remember, is (5) Well, there (6) nothing, as usual. (7) In fact, I (8) Gosh, there (9) Well, as (10) In fact, I (11) No doubt, my

C

(1) Anyway, as (2) First, I; second, the (3) Finally, my (4) Yes, this (5) me, without a doubt, as (6) This, of course, was (7) Consequently, I (8) Darn it, in (9) Yes, from

STEP 2

A

(1) Tommy O'Toole thumbed his address book and muttered, "O.K., Daisy Donegan, no soap for you. Ethel Elderby ain't home." (2) He dialed a number and said, "Hello, Florence Farley? What's the matter, honey, got [or honey. Got] a cold? (3) "This ain't no Florence, you sap," a deep voice answered. "This is Fagin's pool room." (4) Tommy hung up. "Damn you, Fagin's pool room. O.K., Gertrude Gogarty, you're next." (5) "Why, Tommy!" Gertrude answered. "I ain't seen you for ages, you big handsome thing!" (6) "What you doin' tonight, sugar?" Tommy asked. (7) "Takin' care of the kids, Tommy. Why?" (8) "Kids, honey? Whose kids?" (9) "Why, mine, Tommy." Tommy hung up and swore for five minutes. (10) Half an hour later he dialed again and asked, "Hello, is Queenie Quigley there?" He was getting near the end of his alphabet.

B

(1) "O-o-oh, no-o-o-o," came a beautiful voice over the telephone, "Queenie isn't in." (2) "Oh," said Tommy, "that's too bad, sister. Who are you?" (3) "I'm Queenie's cousin. I'm Ramona Rae Ronson." (4) "Listen, sugar lump, how about takin' in a little of the town?" he asked. (5) "Why," she hesitated, "I don't even know who you are." (6) "Well, honey, I'm a Marine and my name is Tommy O'Toole and—gee, sugar, you sound wonderful!" (7) She laughed a beautiful laugh. "Why, Tommy, I haven't ever been out with a Marine before—but, honey, you seem awful nice." (8) Tommy's blood pressure hit the top. "O.K., angel," he said, "I'll be right there." (9) When he rang the doorbell a kid about twelve let him in. "Hello, Tommy," she said, "I'll be ready in a minute." (10) It was that same voice. Tommy nearly fainted. But she ran out of the living room so fast that all he could see was long curls and socks and a kid's short skirt.

C

(1) Tommy flopped into the nearest chair. "Blast you, Ramona Rae," he muttered. (2) Then an idea hit him. What if somebody caught him with a kid? (3) "Tommy, my boy," he said to himself, "you'd better get out of here, fellow. (4) What if her folks came in? Why, Tommy, they might even turn you over to the police, boy. (5) Damn you, Ramona Rae," he muttered. He broke into a cold sweat and started tiptoeing across the room. (6) Just as he got to the door he heard her again behind him. "Why, Tommy, where are you going?" she said kind of hurt and surprised. (7) "Don't get smart with me, kid, you—" (8) He turned to bawl her out. "Listen, you worm, you—" he started, but that was as far as he got. (9) She was tiny all right, but she wasn't a kid any more. That is—well, she looked like Lamour and Dietrich rolled into one. (10) "Well, Tommy?" she said. And Tommy gulped. (11) "You see, Tommy, I didn't know what I was getting in for," she explained. "So I thought I'd play it safe until I found out. Shall we go now?"

STEP 3

Only the appositive and the word before it and after it are given.

A

(1) blonde, the general's daughter, I (2) task, a job almost like climbing Mt. Everest, for (3) prisoners, a guy who had been in the guardhouse so long he got his mail there. (5) girl, one who gets in your hair and won't come out.

(6) dame, this blonde bundle of beauty, was (7) guardhouse, your home for the past week, if (9) tool, the rake, and; *and* pal, the sergeant, what (10) badges, the blisters on my hands. (11) thing, the general's daughter.

B

(1) me, their favorite inmate. (2) friend, the battery clerk, sometimes (3) C.P., the command post, with (4) clerk, Booker, thought (5) Booker, old boy, you (7) while, maybe an hour, but (8) school, a regular class in military tactics. (9) highest-ranking officer in camp, the general, never

C

(1) night, a wonderful night for me, finally (2) camp, the general's house. (4) guy, Kelley by name, smiled (5) post, the section where the officers lived. (6) objective, the general's quarters. (7) guidepost, a small sign with his name on it, by (8) I, Jerry Kelley, felt (9) Jerry Kelley, one-time president of the Downtown Boys' Social Club, was

STEP 4

Only the side remark and the words before and after it are given. When a side remark may be punctuated in several ways, the preferred way is given first, and the second way is put in square brackets. Thus, "— [or)]" means that a dash is preferred, but a parenthesis is all right.

A

(1) Guam, a fact for which the Japs are to blame. (2) in — [or (] they did beat down our marine defense, you know — [or)] they (3) Japs, always suspicious of things they can't understand, thought (4) all to — you can imagine what they did to them. (5) duration — yes, our men had had them regularly. (6) deadly — [or ,] just pure milk. (7) cows, as you may have guessed, and (8) cows ([or —] there are fewer than 500 of them) [or —] are (9) sea, including one on the submarine tender *Canopus*.

B

(1) can't — calve and help fertilize the soil. (2) which, it is said, is (3) farms, on account of the demand for cream and butter, had (4) away — a great waste of valuable food. (6) cow, about like a cream separator operating in reverse, uses (7) butter — you get fresh milk. (8) butter ([or —] it can be kept in storage for six months) [or —] and

C

(2) daily, with proper feeding of course, as much (3) tender — and most of them are equipped with mechanical cows — pulls . . . like the — they (4) Sea ([or —] it did go down there, you remember) [or —] ice cream (5) sealed, as it soon was, ice cream (6) bareheaded, their helmets packed with ice cream. (7) notice ([or —] they may be out from two to seven months) [or —] and (8) cow, the answer to the problem, will

STEP 5

A

(1) As I rang the bell at the general's house, a voice whispered that Kelley would get tossed out on his ear.

(2) The door opened and a maid stood there saying, "Yes?"

(3) "Is General McCarthy at home?" I heard a strange voice ask, and discovered that it was mine.

(4) "No, the general — " answered the maid.

(5) "That's all right," interrupted a voice. "I'll wait." This time I knew the voice was mine.

(6) The maid, looking as if she had swallowed her teeth, said, "But — "

(7) "Thank you," I replied. "I'll wait in the living room."

(8) "But I tell you — " the maid began again.

(9) "Is anyone else at home?" I continued. I had to talk fast.

(10) "Only Miss Ann," replied the maid, "but I don't think — "

(11) "No, I don't think she'd mind," I explained. "Here's a magazine I can read while I'm waiting."

(12) Did I ask who Miss Ann was? (13) I did not. But I kept right on wondering whether Miss Ann was that blonde I'd seen or an old-maid aunt.

B

(1) The maid gave up, and I was left alone in the living room, still wondering who Miss Ann was. (2) I saw a piano and said to myself that here was a way of finding out. (3) The seat of my pants slid along the piano seat, and the keys jumped up and touched my finger tips. I was soon deep in "Smoke Gets in Your Eyes."

(4) "Don't stop," a voice behind me suddenly said. (5) "Please keep on playing," the voice continued. "That's beautiful." [or !"]

(6) "What a voice!" I said, but I said it under my breath.

(7) I slid around on the seat, and there was the blonde—minus her horse. (8) "I was just pianoing the play—I mean I was playing the pianoing," I tried to explain.

(9) Very much amused, she said, "Did you come to see father?"

(10) "Yes," was all I could say.

(11) "Father's out tonight. He's attending a school on military tactics," she explained. "Can I help you? I'm Ann McCarthy."

(12) I'll say she could help me. (13) "I'm Jerry Kelley—Private Kelley," I said. (14) "I-uh-stopped in," I stammered, "to have a little chat with our old—ah—your father about—"

C

(1) I told her that with all the big shots her father talked with, he'd welcome the chance to talk over this army situation with a buck private.

(2) "I see," Ann said, but I could see she didn't. (3) "What outfit are you in?" she finally asked, changing the subject.

(4) "The field artillery," I replied. (5) Then remembering that she liked horses, I added, "The horse-drawn field artillery."

(6) "You are?" she said, and her eyes twinkled. (7) "I think horses are wonderful," she smiled, "don't you?"

(8) I was in a cloud. Earth was as nothing beneath my feet—until I remembered I'd better breeze before the general got home. (9) So I did. "Kelley," I kept saying all the way home, "she's wonderful, [or !] she's [or She's] terrific. [or !]

(10) And Kelley answered, "You're telling me?"

REVIEW TEST

Form 1

"The big alarm came at noon on December 10," said Lt. Kelley, "and fifteen minutes later, much to our surprise, we saw a large flight of Jap bombers coming over at 25,000 feet. I said to myself, 'Well, Japs, when our fighters get up there and start rumpling your hair, those formations won't look so pretty.' But where were our fighters? Then we began hearing bombs and feeling the vibrations in our feet. We wondered what was catching hell. Manila? Maybe Nichols Field or even Cavite, our own naval base. We couldn't know."

"Well, I knew," said Bulkeley, "for I was there at Cavite."

He said the Admiral had sent them a two-hour warning that the Japs were coming from Formosa, their closest base. First the Japs swung over Manila and began to paste the harbor shipping. Next they pivoted and moved over Cavite.

Later Lt. Bulkeley and his men went back to Cavite to see what had happened. The Japs had flattened it, the only American naval base in the Orient beyond Pearl Harbor, into bloody rubbish. The wounded — [or (] and there were many of them — [or)] were loaded on boats and taken to Canacao hospital. There was half an inch of blood on the landing platform at Canacao. They could hardly keep their feet, in fact, for blood is as slippery as oil.

Admiral Rockwell, the man in charge, had told the men they'd better get out. The magazine was liable to go up any minute.

The men offered to take him with them, but he said, "No, my job is here, men. Now get going. [or !] Hurry up." [or !"]

"So we picked up from the gutters," continued Bulkeley, "cans of food from the bombed warehouse and got out of there like a bat out of — I mean as fast as we could."

Form 2

"A couple of Jap ships, one of them an auxiliary cruiser with six-inch guns, had been blasting us on Bataan," explained Lt. Bulkeley.

Admiral Rockwell had asked Bulkeley if his men would tackle that ship. The Japs were on the west coast of Luzon. In fact, they were based in Subic Bay, just north of Bataan. Bulkeley and Kelley in one boat, and De Long in another, undertook to drive them out and, accordingly, reached the entrance to Subic Bay just after midnight.

"Here we separated," said Bulkeley, "and that was the last I ever saw of De Long's boat."

Then he told what happened to his own. "It was darker than hell," he

explained. "Moreover, the shore ([or —] we could see them by the flashes) [or —] was lined with Jap field guns. They soon broke out 50-caliber machine-gun fire at us. We could see the tracer bullets."

"Well, Bulkeley, tell how the lights and flashes really helped us," said Kelley. "They enabled us to pick out the shore line and tell where we were. But where was De Long, our partner? Where had he — There seemed to be nothing to do but attack alone."

Bulkeley and Kelley told how they crept up on a Jap cruiser and one of their torpedoes hit home. However, they were in plenty of trouble themselves. One of their torpedoes was stuck in its tube. Its propellers were buzzing, and compressed air was hissing so you couldn't hear yourself think. A torpedo is adjusted to fire after its propeller has made a certain number of revolutions. After that even a good hard wave-slap might set it off. This would blow them all to glory. Their torpedoman, Martino, used his head fast. He grabbed a handful of toilet paper. Then he jumped astride that wobbling, hissing torpedo and jammed the vanes of the propeller with the toilet paper. This stopped it.

"With flames lighting up the bay, our motors roaring, and the boat skipping around," said Bulkeley, "we made a great commotion, no doubt."

The Tokyo radio reporting the attack the next day said the Americans had a new secret weapon, a monster that roared, flapped its wings, and fired torpedoes in all directions.

"It was only us," explained Kelley, "but we felt flattered. However, we got the hell out of there and that was all there was to it."

III

STEP 1

Only the words just before and after the commas and colons are given.

A

(2) very well: the fighting . . . soil, their villages . . . destroyed, and their people . . . killed. (3) in life, in comfort, in convenience. (4) food, clothes, books, entertainment (5) Soup, bread, porridge, with . . . meat, lard, and potatoes, are (7) determined, well, and energetic. (8) hours are accepted, food is poor, and transportation is bad. (9) men, women, and children (10) tanks, guns, or shells (12) is late to work, wastes time, or takes a vacation

B

(1) planting seeds, tending crops, and gathering harvests. (2) complain, they . . . overworked, and . . . unhappy. (3) lives, labor, earnings, and savings. (4) who gets . . . a month, who pays . . . taxes, and who does . . . cheerfully (5) undying, violent, bitter (6) this: pinning . . . ground, biting . . . throat, and letting . . . death

C

(1) chickens, geese, and ducks (2) live stock, grain, and potatoes (3) procedure: they . . . food, they . . . building, and often they . . . them. (4) feed, clothe, or shelter (6) hope, courage, and faith (7) driving . . . Russia, destroying Nazism, and making . . . war. (8) leaders, the soldiers, and even the home folk (9) food, felts, and woolens (10) to heal their wounds, to start living again, and to have . . . security, comfort, and peace

STEP 2

A

(4) played . . . records, we danced, and we . . . Bob Hope. (7) blue, hazy (9) definitely, positively (11) first, the only (12) calmly, persistently

B

(1) the hated, the detested (4) pitiful, pathetic. (9) carefully, deliberately

C

(2) fearfully, cautiously (3) put . . . it, swung . . . over (6) high, high (8) anxiously, sadly

STEP 3

A

(1) knows, the Opening Day (2) waiting, spectators (3) famine, there (4) afternoon, business (5) selected, the weather (6) set, the date (7) near, the ground (8) River, floods (9) sounds, the park (10) day, games (11) Christmas, seats (12) made out, the fans (13) baseball, they

B

(2) fans, many (3) opening, members (4) remember, the biggest opener (5) before, there (6) life, managers (8) on, President (9) Also attending, Vice-President (10) Griffith, General John J. Pershing (11) people, the great game

C

(1) understand, the Yankees (2) Series, Babe Ruth (3) orders, the two players (4) year before, the Babe (5) him, to the fans (6) sad, Ruth (7) card, when he (8) opening, hearts

STEP 4

A

(1) Guadalcanal, and I (2) dark clouds, heavy air, and thick heat; yet there . . . steaming sun, glassy light, and bright glare (3) searched low, [or ;] then we (5) navy planes, and near it (6) watched, the PBY . . . lifted; finally (8) rapidly, and the (9) down, and everything (10) again, but now (11) over us, and the plane

B

(1) the Jap; at every (2) clear, and there (3) the air, but the planes (5) firing at us, smoke blowing from its mouth, streaks of flame; and I could see . . . dart into the Jap, bounce off his armor, and shoot up into the air (6) a cloud, but our men (7) after him, and we caught (8) to the water, for he was (9) no guns there, and we could (10) got lost, for we

C

(1) the Jap, and I could see (2) our floor, but no bullets (3) Jap plane, and we knew (5) a tanker, and flames (6) his guns, and now he (7) bones of a skeleton; [or ,] and two small . . . men, or maybe just bits of debris, were on (8) the flames, or they were (9) 500 feet, but now (10) the spot, and the two

STEP 5

A

(1) Spud dated his letter September 9, 1942. (2) If you ever get to Trenton, N. J., look up my good friend Clara. (3) Eddy got a cake from home; Tom, a couple of perfumed letters; and Joe, a postcard asking him to pay a bill. (4) Jane wore red; Alice, blue. (5) Timmy plays the piano; his brother, the drums. (6) December 7, 1941, is a day which no American should forget. (7) Some men are brought up in poverty, some in luxury, but all are equal before the law. (8) Walla Walla, Washington, and Peoria, Illinois, are towns that have come in for a lot of ribbing. (9) When they entered the Army, Pete and Bill were both privates. Now Pete is still a private; Bill, a lieutenant.

B

(1) Professor Tweedle never moved. He lived all his life at 19 Garden Street, Cambridge, Middlesex County, Massachusetts. (2) To err is human, [or ;] to forgive [no mark or ,] sometimes impossible. (3) Jack Spratt can eat no fat; his wife, no lean. (4) When Spike lived in England his address was Rose Cottage, Thorn Lane, Waverly near Thames, Surrey. (5) July 14, 1789, Bastille Day, is the French equivalent of our July 4, 1775, Independence Day. (6) Some of the boys stole apples; some, pumpkins; and some, potatoes. (7) An MP watches soldiers; an SP, sailors.

C

(1) Five National League rookies have made 200 bingles in their first season. They are Lloyd Warner of the Pirates, who did it in 1927; Johnny Frederick, Brooklyn, 1929; Chuck Klein, Philadelphia, 1929; Bill Herman, Chicago, 1932; and Frank McCormick, Cincinnati, 1938. (2) Since June, 1942, Don has been stationed at Camp Edwards, Cape Cod, Mass. (3) Bud likes blondes; Tom, brunettes; Bill, redheads; and I, anything. (4) Boys like science and sports; girls, boys.

STEP 6

A

(1) guy, who wore one gold bar on each shoulder, muscled in (3) captain, who didn't hate me any more, told (5) lieutenant, who was definitely my rival, had (6) Booker, who was (7) move out, which we had just received, meant (9) the O.D. list, which was to be posted

B

(1) Ann, who, it seemed, wasn't (2) The lieutenant, who had just been officer of the day, couldn't see (3) Ann, who loves dancing, was pretty blue (5) my voice, which wanted to shout and sing, on an even keel (7) Ann, who looked like the girl in your dreams, kept (10) father, whom I had steered clear of, wanted (11) Joe Louis, who only hits you once. (13) Her father, who cared only about her happiness, didn't mind (14) the lieutenant, who had been worrying me.

C

(2) The general, who was actually smiling, shook (4) Kelley, who again was walking on clouds. (5) convoy, which was some sight. (6) Ann, who had a tear in her eye, was waving too. (7) Kelley, whom she is going to marry

IV

STEP 1

A

(1) hero's qualities (2) earth's inhabitants, hero's courage (3) man's greatest deed, man's life (4) Dirkshaven's sea wall (5) Nazis' invasion, cripple's voice (6) officers' wish (7) commander's order (8) village's protector (9) enemy's approach (10) hunchback's eyes (11) waves carry (12) boys' exclamations, Hans's [*or* Hans'] post (13) watcher's glance, villagers

B

(1) object's approach (2) man's voice (3) hunchback's eyes (4) fool's question (5) mine's explosion, homes (6) boys' message, town's population (7) watchman's post, mine's approach (8) wall's only guard (9) men's attempts (10) shoes

C

(1) people's voices (2) Hans's [*or* Hans'] courage (5) women's prayers, boys' and men's cheers (6) wall's safety (8) town's population, hunchback's deed (10) people's appreciation.

STEP 2

A

(1) your (2) you're, you're, didn't (3) here's (4) it's, who's, he's, it's (5) that's, it's (7) it's (8) you'll, you'll

B

(1) here's, you'll, you're, doesn't (2) your (3) who's (4) there's, Mamma's (5) you're (6) there's (7) it's (8) what's, he's (9) who's (10) there's (11) they're (12) didn't, your (13) you're

C

(1) their (2) you're, you'd, can't (3) who's, he's (4) it's (5) who's, it's (6) won't, it's (7) here's, that's, your (8) he'd (9) there's, who's (10) I'm, you'd (11) name's, I'm (12) name's, I'm

STEP 3

A

(1) The book "Sabotage" . . . America. (2) The . . . "A Nazi Spy Is Born" describes how William G. Sebold . . . Nazi (3) Sebold . . . German Army in the First World War. (4) He . . . United States . . . American citizen. (5) In . . . the Consolidated Aircraft Company in San Diego, California . . . Germany. (6) The . . . German-American . . . Gestapo. (7) They . . . America, a Gestapo . . . Imperial Hotel in Berlin. (8) There Sebold . . . Nazi spy. (9) He . . . American . . . Gestapo . . . German . . . Third Reich. (10) As Sebold . . . Gestapo . . . American passport. (11) From . . . United States consul, Sebold was in Gestapo. . . . (12) On February 8, 1940, one William G. Sawyer arrived in the United States aboard the American Lines S.S. "Washington" which had sailed from Genoa, Italy.

B

(1) William G. Sawyer was William G. Sebold. (2) To finance . . . Germany through Mexico. (3) Sebold . . . New York . . . Diesel Research Company. (4) Most . . . Frederick Joubert Duquesne . . . New York. (5) Among United States . . . Germans asked Duquesne to get were American . . . American. . . . (6) The Germans. . . . (7) Sebold told Duquesne . . . Centerport, Long Island. . . . (8) Herman Lang . . . Nazi . . . C. E. Norden Company. . . . (9) Lang told Sebold that Goering thought the Norden. . . . (10) He . . . "Tom Sawyer" . . . Germany. . . .

C

(1) Sebold . . . New York . . . Kurt Frederick Ludwig. (2) Ludwig covered United States (3) In June . . . American . . . Duquesne . . . Ludwig (4) When the Nazi . . . William G. Sebold . . . United States Federal Bureau of Investigation. (5) From . . . Sebold arrived in the United States . . . Department of Justice. (6) Sebold . . . Hamburg. (7) They . . . Germany.

STEP 4

A

(1) mph, rpm (2) Dr. A. E. White, 79 Elm St., East St. Louis, Ill. (3) the Rev. B. V. Daniels of 39 N. Tortilla Ave., Pamona, Calif., (4) Rev. Daniels, Dec. 4, 1942, Wesley Blvd. and Chester St. in East Middleton, S. Dak. (5) A. E. White, M.D., P.O. [or p.o.] (6) TNT; 7 A.M. [or 7 a.m.]; 6 P.M. [or 6 p.m.] (7) mm (8) Calif., DSM, Admiral Ernest J. King, U.S. Fleet (9) OWI, NLRB, OPM

B

(1) O.K., K.O. (2) Jan. 10, Hq, C.O. (3) East Orange, N.J. (4) A.W.O.L. (5) P.F.C. [or PFC], PX [or px] (6) OCS, KP [or K.P.]

C

(1) Mr. Lake (2) s.o.b., pdq [or p.d.q.] (3) S.S. "Washington" (4) RAF [or R.A.F.] (5) P.O. [or p.o.] (6) U.S.A.

REVIEW TEST

Form 1

I, 1 III, 3 IV, 3; IV, 4 IV, 3

Having received a medal for bravery, Lt. Col. Dollard Menard tried to tell

I, 1

just what it was that made him brave.

II, 5; I, 1 IV, 3; IV, 2 III, 3; II, 5 III, 6

"According to the way I've figured it out," he said, as he lay in a hospital

IV, 3 III, 5 IV, 3 III, 5; II, 5

in London, England, "there were four things that made up this so-called

II, 5

bravery of mine.

II, 5 II, 5 II, 5 III, 1

"These," he said, "are the four things: the first was optimism or perhaps

III, 4 II, 3

just plain thoughtlessness; the second was discipline, the training you get in

III, 4 III, 5 II, 3 III, 4 III, 5

the army; the third, blind anger, a desire for revenge; and the fourth, a deep-

II, 5

seated feeling of what-the-hell."

I, 1 IV, 3 IV, 3 III, 6 IV, 2

On the Dieppe raid Menard was in command of a battalion of 600, whose job

IV, 3 III, 1 III, 1 IV, 1

was to land on the Dieppe beach, help cut away barbed wire, clean out snipers'

III, 1 I,1

nests and pillboxes, and pick up as many prisoners as they could.

I, 1 III, 2 IV, 3 IV, 3 III, 3; IV, 3, IV, 1

During the long, dangerous trip across the English Channel, Menard's

I, 1 I, 1; IV, 2 IV, 2 III, 1 III, 1 III, 1

thoughts were with his men. He'd seen snapshots of their wives, kids, mothers,

III, 4 I, 1 I, 1 II, 1

girls, and he knew the men pretty well. Naturally, he wondered how many of

I, 1 I, 1

them would be coming back. He felt a little bit like a character in the movie

IV, 3 IV, 3 IV, 3

called "In Which We Serve" or the novel "To Thine Own Self Be True."

I, 1 II, 5; IV, 3; IV, 3; II, 2

He started praying in a general sort of way, "O God, please let as many of

II, 5

us as possible come back from this."

I, 1 II, 1 II, 1 II, 1 IV, 2
You see, he knew, and every man knew, that a lot of them wouldn't get
III, 4 II, 1 II, 1 I, 1
back; but not a single man, of course, thought he himself was going to get it.

II, 5 II, 5 II, 5 IV, 2
"That," went on Menard, "is why I say it's a sort of optimism that makes
IV, 2 II, 5
up the first element of what's called bravery."

I, 1 III, 1
Then he said the second element was like this: when they got within sight
IV, 3 III, 1 IV, 4 IV, 4 III, 3
of Dieppe at about 5:30 A.M. [or a.m.], they knew they were going to get hell
I, 1 I, 1 III, 3
all along the line. As they moved in, the sounds began to merge into one con-
I, 1 I, 1 IV, 3 II, 4 II, 4
tinuous roar. The German fire — [or (] and there was plenty of it — [or)] was
IV, 2 I, 1
getting the range of their boat.

I, 1 I, 1 or III, 4; IV, 3 IV, 2
The boat landed. [or ;] Menard jumped out and hadn't taken three steps
I, 1 II, 5 I, 3 II, 5 I, 1
when a bullet hit him. "Damn it to hell!" he heard himself say.

I, 1 III, 3 II, 5 II, 2 I, 3 IV, 2 I, 1; IV, 2
As one of his men rushed up, he yelled, "Go on, fellows! I'm all right. Your
IV, 2 I, 1 IV, 2 I, 1 I, 1 I, 3; II, 5
job isn't done. Don't mind me. Go ahead!"

I, 1 III, 6
He reached for his first-aid kit, which was strapped to his side just over his
I, 1 II, 5 I, 2; II, 5
left hip. "How the hell can I bandage my shoulder with my left hand?" he
I, 1
asked himself.

I, 1
All this time he was standing on a flat stretch of beach that was being raked
III, 1 III, 1 III, 1 I, 1; I, 1
by artillery fire, rifles, machine guns, and mortars. It was then that discipline
I, 1 I, 1 III, 1
and training came into the picture. Instead of digging a hole in the sand, crawl-
III, 1 III, 3 I, 1 II, 5; IV, 4
ing into it, and staying there, he called his men together for an attack. "O.K.,
II, 2; I, 3 I, 1 II, 5 I, 2; I, 3 I, 1; IV, 2; I, 3; II, 5
boys!" he shouted. "Everybody ready? [or !] Let's go!"

Form 2

"About a minute after, the second bullet got me," went on Menard. "There was pain with this one because it tore away flesh in my cheek. It's funny the way you always try to feel the spot where you're hit."

Crouching as low as he could, Menard kept moving. They had covered about 25 yards when one of his men crumpled up in the sand in front of him. He was a major, one of Menard's closest friends. They had been together in the following places: Calcutta, India; Hong Kong, China; and Singapore. The major's face was grayish, and he was sucking hard for breath. Menard gave him a morphine tablet, which he was carrying with him, and wondered what else he could do. "Feel better, Tom?" he asked nonsensically, and then he exclaimed, "O.K., take it easy!" Then, "God damn the —"

Menard continued, "Up to this point I'd been more or less brave because of discipline and training."

But now with his friend lying there, he said he became so blind angry that it seemed to push everything else out of his head. All he wanted to do was kill; [or .] he [or He] wanted to get even; [or .] he [or He] felt as mechanical as the monster in the novel "Frankenstein."

It was his rage, in fact, which pulled him along to the pillbox, which he found his men had cleaned out nicely with grenades and hand incendiaries. Within the hour they got the beach, the battlefield, fairly well under control; [or ,] but

there were plenty of snipers still around whose aim was still good. One of them got him again. Before, it had been in his shoulder; but this time, in his right leg. Soon another got him just above the right ankle and kicked his leg out from under him. [or ,] And [or and] he went down, cursed those German snipers' aim, and soon passed out.

Later, when he came to on a boat, Focke-Wulfs were trying to machine-gun them, and the boat's anti-aircraft batteries were making a hell of a racket about four feet from his head. Looking around, he saw that he was lying on cases of ammunition. He knew that one bullet would blow the whole works sky high, but by that time he didn't give a damn.

"What the hell," he said to himself. "If they haven't got me by this time, they're never going to get me. And that," continued Lt. Col. Menard, "is the fourth element of what is called bravery."

On the boat's deck he lay and watched our Spitfires drive the Nazis away as though he were watching a movie. Soon a Royal Navy man came along and gave him a swig of rum out of a tin cup. A couple of minutes later he came running back. "Pardon me, sir, just a minute," he gasped. "Have you got a stomach wound?"

"I shook my head and he looked greatly relieved. 'That's good, sir,' he sighed, 'because if you did have, I shouldn't have given you that rum.'

"That struck me as the funniest thing I'd ever heard," said Menard. "I began laughing, and the only thing that stopped me was the pain that was burning, searing up my right side. You see, now it was over, I knew I'd been through it, and I felt pretty damned good about it."

SECTION II

PRE-TEST

1. *a.* money
   b. factory
   c. already
   d. believe
2. *a.* climate
   b. Wednesday
   c. visit
   d. surely
3. *a.* surprise
   b. listen
   c. measles
   d. machine
4. *a.* among
   b. February
   c. minute
   d. rifle
5. *a.* government
   b. lonely
   c. column
   d. buried
6. *a.* aviator
   b. material
   c. modern
   d. safely
7. *a.* accident
   b. buildings
   c. probably
   d. nineteen
8. *a.* mischief
   b. possible
   c. military
   d. imagine
9. *a.* beginning
   b. distance
   c. excellent
   d. celebrate
10. *a.* guard
    b. science
    c. operate
    d. successful
11. *a.* concert
    b. appetite
    c. preferred
    d. regularly
12. *a.* occasional
    b. visible
    c. familiar
    d. companies
13. *a.* interfere
    b. satisfactory
    c. scientific
    d. questionnaire
14. *a.* comparatively
    b. exercise
    c. actually
    d. grateful
15. *a.* temporary
    b. insurance
    c. suitable
    d. separately
16. *a.* tremendous
    b. peculiarly
    c. sensible
    d. wholly
17. *a.* perceive
    b. prejudice
    c. personal
    d. steadily
18. *a.* whereabouts
    b. marvelous
    c. respectively
    d. evident
19. *a.* battalion
    b. conceal
    c. camouflage
    d. discipline
20. *a.* insignia
    b. ammunition
    c. fascist
    d. tractor
21. *a.* platoon
    b. saboteur
    c. maneuver
    d. medium
22. *a.* intercepted
    b. civilian
    c. courteous
    d. barracks
23. *a.* executing
    b. allergy
    c. maintenance
    d. hospitalization
24. *a.* quarantine
    b. obstacle
    c. squadron
    d. reveille
25. *a.* patrol
    b. yeoman
    c. motorized
    d. mosquito

I

STEP 1

PART A

Throughout the Key the correct spellings are given in the order in which the misspelled forms appear in the text.

friend	third	getting	happy
little	said	from	know
while	can't	many	tonight
would	because	sorry	children
before	sure	again	their

PART B

ath-let-ics	thou-sand	weath-er	tem-per-a-ture
rab-bit	cor-por-a-tion	the-a-ter	ra-tion
num-ber	op-pose	com-mu-ni-cate	poi-son
film	light-ning	thought	reg-u-lar
choc-o-late	re-ar-range	mod-ern	faith-ful

STEP 2

PART A

tomorrow	answer	believe	Wednesday
feeling	supposed	running	moving
ready	brought	busy	until
pieces	surely	address	color
whole	built	dollars	haven't

PART B

Exercise 1

1. abbreviate	4. admit	7. agenda	10. appearance
2. accept	5. advantage	8. agent	11. appeared
3. admission	6. affair	9. apology	12. attack

Exercise 2

1. ptomaine
2. tonsillitis (or tonsilitis)
3. physics
4. fraction
5. psychopathic
6. citation
7. situation
8. pneumatic
9. numerology
10. zeal
11. aileron
12. gymnasium
13. wreckage
14. reconnaissance
15. phlegm
16. quintessence
17. xylophone
18. wrestle
19. wrangle
20. ghost

STEP 3

PART A

hundred	often	bottom	handle
minute	field	machine	penny
wonderful	mistake	habit	altogether
measure	plenty	usual	lessons
received	honor	family	months
happens	instead	neighbor	February
really			

PART B

laugh′ter	ma·rine′	gren·ade′	in·ter·cept′
pis′tol	in·sig′ni·a	ob·ser·va′tion	in′di·ca·tor

STEP 4

PART A

twentieth	except	engineer	caught
eighteenth	described	climb	buried
lucky	forward	flight	creek
safely	loose	bigger	useful
fault	sincerely	cheers	soldiers

PART B

Exercise 1

1. thermometer, speedometer, altimeter, metrical—measure
2. suppose, imposition, transposed, repository—place
3. rupture, bankrupt, abrupt, interruptive—break
4. biography, phonograph, graphic, monograph—write
5. reverse, inversion, convertible, averted, perversive—turn

Exercise 2

a. admit, advise, admire, adhere, adjust, adjective, adorn
b. abrupt, abduct, ablution, absorb, absent, averse, abstract
c. anti-tank, anticlimax, antidote, antifreeze, antipathy, antiseptic
d, except, export, exempt, expel, exclude
e. insert, invent, indent, increase, induce, inflate
f. interrupt, interfere, intervene, intercept, interject, intersect
g. permit, perfect, percolate, perceive, pertain, persist
h. submarine, subway, submit, subject, submerge

Exercise 3

a. capable, dependable, lamentable, laughable, disputable, salable
b. motionless, valueless, careless, thoughtless, ceaseless, aimless
c. invention, exportation, addition, collection, recitation
d. cheerful, awful, frightful, careful, beautiful, hopeful
e. realize, capitalize, penalize, fertilize, mechanize, idolize

STEP 5

PART A

island
several
surprised
quiet
mischief
imagine
accident
trimmed

dining
exercise
escape
search
following
business
trouble
against

terrible
quite
excited
pleasure
neither
pretended
unusual

especially
regular
wearing
handkerchief
twelfth
taught
lose

PART B

2. 3 Overthrowing of one government and adopting of another by the people of a country
3. *n.* 1 Motion of a figure about a center or axis
4. *v.t.* 5 To make a charge or attack
5. *v.t.* 3 To accuse
6. *v.t.* 4 To place to one's account as a debt; to record as owing
7. *n.* 2 The quantity, as of powder, electricity, which an apparatus can hold at one time

STEP 6

PART A

acquainted	special	campaign	equipment
science	radio	enemy	successful
beginning	doubt	military	electric
physical	attention	civilian	motor
excellent	guard	probably	examples

PART B

1. List of geographical names and how to pronounce them
2. List of names and dates of famous people
3. In most dictionaries this information is not given.
4. Population of places in the United States of over 5,000 population
5. List of common abbreviations
6. In most dictionaries this information is not given.
7. List of foreign phrases
8. Vocabulary of rhyming words
9. In most dictionaries this information is not given.
10. List of first names
11. List of colleges and universities in the United States and Canada (not found in all dictionaries)
12. In most dictionaries this information is not given.
13. Regular word list
14. Rules for punctuation, the use of capital letters, and compound words or list of arbitrary signs and symbols
15. Regular word list

STEP 7

PART A

argument	preferred	selected	handled
explanation	favorite	succeeded	advised
customers	belief	discovered	schedules
athletics	allow	possession	appreciation
anxious	courage	worth	prefer

PART B

1. glassfuls
2. leaves
3. friends
4. patches
5. classes
6. switches
7. breaths
8. porches
9. examples
10. policemen
11. safes
12. selves
13. fortresses
14. tomatoes
15. blushes
16. cliffs
17. spoonfuls
18. lunches
19. axes
20. trees
21. houses
22. handkerchiefs

STEP 8

PART A

scientific	entirely	communication	brief	expense
affairs	scarcely	infinitely	huge	presence
errors	realized	consequently	thoroughly	satisfactory
humor	substitute	equally	miscellaneous	arriving
based	stopped	attempted	interfered	appears

PART B

1. forcible
2. paleness
3. truly
4. movable
5. taking
6. recital
7. advertisement
8. arrival
9. postponement
10. closely
11. nicest
12. traced
13. issuing
14. desirable
15. hateful
16. inviting
17. inquiring
18. merely
19. plumage
20. operating
21. pursuant
22. homelike
23. captivate
24. vacation
25. truism
26. careless
27. wifehood
28. modish

STEP 9

PART A

experience	activities	temporary	responsible
conscientious	candidate	opportunity	license
incidentally	persuaded	privileges	agreeable
desperate	recommended	necessary	pressure
actually	sensible	tendency	conscious
apparent	occasion	enormous	estimate
officials			

PART B

1. angrily	6. donkeys	10. application	14. filthiest
2. studies	7. loveliest	11. delayed	15. steadily
3. envying	8. countries	12. carriage	16. volleys
4. occupied	9. stays	13. accompanying	17. denies
5. business			18. prettily

STEP 10

PART A

corporal	grenades	muzzle	cartridges
desert	automatic	officer	weapons
platoons	caliber *or* calibre	lieutenant	detachment
artillery	ammunition	camouflaged	battalion
maneuver	pistol	alert	armored

PART B

1. sleeping	10. committee	19. limited	28. digger
2. bitten	11. motorist	20. enlistment	29. bedding
3. druggist	12. blotter	21. shrubbery	30. mapped
4. propeller	13. excellent	22. galloping	31. rubberize
5. baggage	14. hottest	23. interesting	32. traveler
6. pretending	15. inning	24. exceptionable	33. wonderful
7. reviewing	16. customers	25. topical	34. fattest
8. commitment	17. building	26. dripping	35. pitted
9. explaining	18. shortage	27. fitter	36. scrapper

STEP 11

PART A

morale	motorized	colonels	sergeant
strafed	conveyances	battery	bayonet
regiments	hostile	identification	cannon
khaki	parallel	squadrons	discipline
tactics	parade	intercepted	personnel

PART B

1. niece
2. relieve
3. besiege
4. fiend
5. reign
6. neighborhood
7. deceit
8. relief
9. brief
10. height
11. their
12. priest
13. foreign
14. shield
15. apiece
16. handkerchief
17. thieves
18. grief
19. weight
20. neither
21. lieutenant
22. seized
23. mischievous
24. sieve
25. wield
26. unbelievable
27. deign

REVIEW TEST

PART A

Words that were right in the test are italicized.

1. *a.* habit
   b. honor
   c. doesn't
   d. *against*

2. *a.* lately
   b. *soldiers*
   c. balloon
   d. describe

3. *a.* awfully
   b. easier
   c. receive
   d. hungry

4. *a.* *servant*
   b. missionary
   c. handkerchief
   d. stomach

5. *a.* article
   b. foreign
   c. excellent
   d. *guard*

6. *a.* *opposite*
   b. favorable
   c. nervous
   d. telegram

7. *a.* freight
   b. apology
   c. *bargain*
   d. *pamphlet*

8. *a.* *system*
   b. opinion
   c. fascinating
   d. acquainted

9. *a.* instrument
   b. *substitute*
   c. vulgar
   d. thoroughly

10. *a.* *unusually*
    b. possibility
    c. *petition*
    d. temperature

11. *a.* therefore
    b. *judgment*
    c. preferred
    d. *seldom*

12. *a.* definite
    b. arranging
    c. disappoint
    d. *nowadays*

PART B

1. dollar
2. February
3. neighbor
4. division
5. disease
6. mischief
7. wonderfully
8. appreciate
9. necessary
10. intellectual
11. excitement
12. schedule
13. familiar
14. embarrassing
15. miscellaneous
16. authorities
17. opportunities
18. camouflage
19. corporal
20. mechanized
21. technical
22. reveille
23. monotonous
24. sergeant
25. discipline
26. convenience
27. entirely
28. unpleasant
29. occasional
30. physical

PART C

1. artillery, maneuver
2. volunteers, reconnaissance
3. barracks, laundry, latrines
4. built, column, saboteurs
5. wholly, surrounded
6. government, successful
7. sacrifice, civilians
8. campaign, position
9. ceiling, squadron, parachute
10. conscious, president
11. Mosquito, obstacles

II

PART A

1. severe
2. shelter
3. shilling
4. siege
5. siesta
6. sieve
7. signal
8. significance
9. silage
10. silhouette
11. soften
12. soporific

PART B

1. wrench
2. zinnia
3. quinine
4. xenon
5. wraith
6. eucalyptus
7. pseudonym
8. supine

PART C

1. ad·dress′
2. ex′qui·site
3. lam′en·ta·ble
4. al·lot′
5. a·dult′ *or* ad′ult
6. ab·do′men *or* ab′do·men
7. quin′tu·plet
8. sub·let′
9. a·but′
10. suc′cor

PART D

	Root	*Meaning*	*Prefix*	*Meaning*
expose	pos	place	ex	out
address	dres	arrange	ad	to
interlude	lude	play	inter	between

PART E

1. *v.t.* 2 To put into a working condition by doing some necessary operation first; as, to *prime* a pump by pouring water into the barrel
2. *n.* 2 A substance through which a force acts or a result is transmitted; as, air is the common *medium* of sound
3. *v.t.* 2 To injure by twisting; to sprain
4. *n.* 3 A servant or follower in a wealthy household

PART F

1. In most dictionaries this information is not given.
2. Regular word list

3. Population of the U.S. cities of over 5,000
4. List of names and dates of famous people
5. In most dictionaries this information is not given.
6. List of geographical names and how to pronounce them
7. In most dictionaries this information is not given.
8. Rules for punctuation, the use of capital letters, and compound words
9. In most dictionaries this information is not given.
10. A list of rhyming words
11. Common abbreviations
12. In most dictionaries this information is not given.
13. List of colleges and universities in the United States and Canada
14. List of first names
15. Regular word list

SECTION III

I

STEP 1

319th M.P. Company
Jefferson Barracks, Missouri
July 17, 1943

Dear Mom and Pop,

It was good to get your last letter and to hear that you like the new house so well. I hope I can get leave soon to come and see it.

When our outfit was moved to this post I was feeling fine. Ever since I got here I have been feeling awful. I was in the hospital most of last month. My nose was all stuffed up and my eyes watered and I sneezed all the time. They said I had an allergy, but it is just plain old hay fever. There is a funny kind of weed around here which causes it. We don't have any of those weeds back home in Connecticut.

Well, I'd better stop now. It's time to go to bed, and anyhow I think I'm going to begin sneezing again.

Your son,
Ed

Envelope for Ed's letter:

Pvt. Edw. Sweeney
319th M.P. Company
Jefferson Barracks, Missouri

Mr. and Mrs. John L. Sweeney
712 East Street
Cross Corners
Connecticut

STEP 2

Bty. 216, Fort Bliss, Texas
June 29, 1943

Dear Mom and Pop,

I've got some big news to tell you. Yesterday morning I was called into the Company office. I hadn't expected anything to happen, and I was a bit scared at first, but when I got in there our sergeant—his name is Freeman—said "Smith, I've got a little something for you. From now on you're a PFC." That means Private First Class. Then he smiled at me and we shook hands. I felt pretty good about it, let me tell you. It just goes to show that you can get along in the Army if you want to.

In the evening a couple of the boys and I got passes to go into town to celebrate my new stripe. We went to see a swell movie, "Casablanca." Then we had a couple of beers and headed back to camp. When we got to the end of the car line we found out that we were pretty late. So we ran like the devil and just got in before the time when our passes were up.

Maybe when I come home next time I'll be a general. Ha! Ha!

Yours,
Bill

II

STEP 1

1263 Hayworth Street
Tulsa, Oklahoma
May 9, 194–

Harris & Tomkins Grocery Co.
1216 Prairie Avenue
Chicago, Illinois

Gentlemen:

I am writing you to apply for a position in the wholesale grocery department of your firm. I should like to live in Chicago and have long wanted to be associated with a large firm such as yours.

During the war I was in the Quartermaster's Corps of the Army. When my unit was demobilized I held the grade of sergeant. I assisted in purchasing canned foods for the Army. For three years before I was inducted I was a salesman for the John W. Robbins Wholesale Grocery Company of Tulsa, Oklahoma. All together I have had five and a half years' experience in the wholesale grocery business.

The following persons will, I believe, supply recommendations for me:

Mr. George S. Molton, buyer for the Robbins Grocery Company, 1362 High Street, Tulsa
Mr. Edward S. Emery, attorney, Humboldt Building, Tulsa
Mr. Thomas P. Grogan, Principal, East High School, Tulsa

I shall be glad to furnish you with my complete military record if you wish it.

Very truly yours,
Edward Lawson

STEP 2

610 Selma Street
Fremont, Nebraska
August 20, 194–

The Principal
Lane Technical High School
420 Greenleaf Avenue
Omaha, Nebraska

Dear Sir:

I am writing to inquire about evening courses at Lane Technical High School for the fall term. I would like to know what courses you have, what the tuition is, and on what date school opens.

I have recently been discharged from the Army and am now at home in Fremont. On September 1, I will begin work in Omaha as an ice-cream packer for the Nebraska Consolidated Creamery. My hours will be from nine to five. This should allow me time for attending classes and studying.

I attended Central High School in Fremont for two and a half years, so I have piled up some credits there. While in the Army I took two self-teaching courses with the United States Armed Forces Institute at Madison, Wisconsin. One was a beginning course in physics, and the other was a course in review arithmetic.

I think I would like another course in physics and one in advanced algebra. Do you think I could do both in my spare time, or is there some other course which you think I ought to take?

Will you give me credit for the Armed Forces Institute courses and for my work in the Fremont high school? I have my certificates of proficiency from the Armed Forces Institute. Shall I send them to you, or will you write to Madison about the matter? What about the Fremont courses? Shall I have a transcript sent to you?

May I hear from you soon about these matters, as I am anxious to get started at school.

Very truly yours,
John Hurlbutt

STEP 3

(1) right (2) wrong (3) wrong (4) right (5) right (6) wrong (7) wrong

III

STEP 1

A

Telegraph money order by night letter.

B

Send a postal money order in a letter to the florist.

389, Gp. 564 Sq.
Biggs Field, Texas
May 25, 1943

The H. C. Hawes Florist Co.
972 Main Street
Webster Grove, Missouri

Gentlemen:

I am enclosing a postal money order for $3.00. Will you send some of your best spring flowers to Miss Mabel Seely, 612 Maple Drive, Webster Grove, Missouri, on the morning of June 5? Please enclose a card.

Very truly yours,
Dwight Boyd

C

Co. C774 Tank Dest. Bn.
Camp Hood, Texas
June 10, 1943

The West End Bank
917 Broadway
Kansas City, Missouri

Gentlemen:

I am enclosing a postal money order for $25.00, which I would like deposited in my savings account. I have left my bank book with you.

Truly yours,

Thomas McGuire

STEP 2

A

Charge to the account of _____ $_____

DOMESTIC / CABLE

TELEGRAM — ORDINARY
DAY LETTER — URGENT
NIGHT LETTER — X
SPECIAL SERVICE

WESTERN UNION

1206

A. N. WILLIAMS, PRESIDENT
NEWCOMB CARLTON, CHAIRMAN OF THE BOARD
J. C. WILLEVER, FIRST VICE-PRESIDENT

CHECK
ACCOUNTING INFORMATION
TIME FILED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

WANT A REPLY?
"Answer by WESTERN UNION" or similar phrases may be included without charge.

BILL MAXON

2423 WOODLAWN AVENUE

BUTTE MONTANA

GLAD TO HAVE YOU USE MY EQUIPMENT RODS REELS AND FLIES IN CARDBOARD BOX BEHIND GRANDMAS TRUNK IN NORTHEAST CORNER OF ATTIC CREEL IN BASEMENT BEHIND FURNACE HIPBOOTS IN MY OLD BROWN DUFFEL BAG IN MY CLOSET HAVE A GOOD TIME AND WRITE ME ABOUT IT.

BOB

B

Telephone her. For such a short distance it is probably cheaper and more satisfactory.

C

Send family a telegram:

RECEIVED BY PRIVATE WIRE FROM
POSTAL TELEGRAPH
Z
STANDARD TIME INDICATED IN THIS MESSAGE

Form 16 PW

Postal Telegraph

Mackay Radio · All America Cables · Commercial Cables · Canadian Pacific Telegraphs

THIS IS A FULL RATE TELEGRAM, CABLEGRAM OR RADIOGRAM UNLESS OTHERWISE INDICATED BY SYMBOL IN THE PREAMBLE OR IN THE ADDRESS OF THE MESSAGE. SYMBOLS DESIGNATING SERVICE SELECTED ARE OUTLINED IN THE COMPANY'S TARIFFS ON HAND AT EACH OFFICE AND ON FILE WITH REGULATORY AUTHORITIES.

MR AND MRS A J CANNING
619 RIVER STREET
WORCESTER MASS

TEN DAY FURLOUGH ARRIVE HOME BY BUS MIDNIGHT TOMORROW TUESDAY

JIM

Send Betsy Potter a Tourate message:

RECEIVED BY PRIVATE WIRE FROM
POSTAL TELEGRAPH
Z
STANDARD TIME INDICATED IN THIS MESSAGE

Form 16 PW

Postal Telegraph

Mackay Radio · All America Cables · Commercial Cables · Canadian Pacific Telegraphs

THIS IS A FULL RATE TELEGRAM, CABLEGRAM OR RADIOGRAM UNLESS OTHERWISE INDICATED BY SYMBOL IN THE PREAMBLE OR IN THE ADDRESS OF THE MESSAGE. SYMBOLS DESIGNATING SERVICE SELECTED ARE OUTLINED IN THE COMPANY'S TARIFFS ON HAND AT EACH OFFICE AND ON FILE WITH REGULATORY AUTHORITIES.

TOURATE MESSAGE

MISS BETSY POTTER
212 CLARENDON STREET
BOSTON MASS

IN BOSTON TOMORROW TUESDAY FOR DAY AND EVENING MEET ME STATLER LOBBY ELEVEN FIFTEEN MORNING

JIM

D

Send telegram as follows:

Left shaving kit in bathroom please send at once

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